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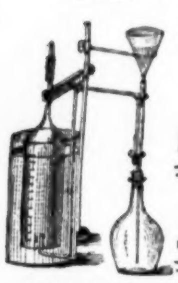

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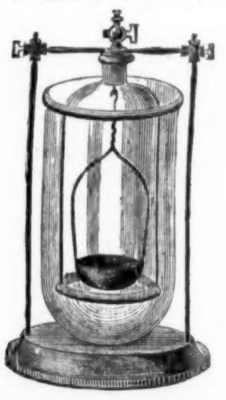

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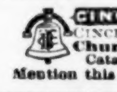

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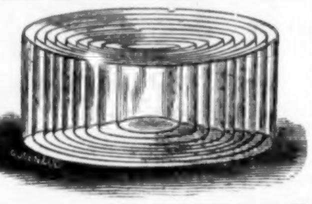

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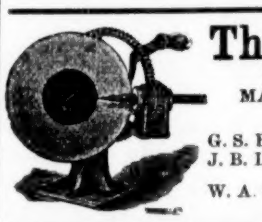

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Vol. XXXI. BOSTON AND CHICAGO, JUNE 12, 1890. No. 24.

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[Written for the JOURNAL.]

A WAIL FROM A REJECTED MANUSCRIPT.

BY EMMA SHAW.

I've travelled far, am old and worn,
Rebuffs repeated have I borne;
Instead of bringing stores of pelf,
I lie, neglected, on the shelf;
The paper, once so crisp and new,
Is soiled and torn almost in two;
The ink as faded is, forsooth,
As spinsters past the bloom of youth.
Adventures, that would fill a book,
I've had, and many a scornful look.
My *debut*, I remember well;
Its smallest details I can tell:
At "Harper's" office I appeared,
My greeting? Well, 'tis fairly seared
Upon me, as with iron hot;
In tones whose scorn I've ne'er forgot,
I heard the sanctum magnate speak
Of what he called "presuming cheek,"
And with a short, derisive laugh,
He tossed me down like so much chaff.
The "Century" was just as bad,
And, surely, the reception had
At the "Atlantic," was e'en worse!
It almost sounded like a curse.
The bright, progressive "Wide Awake"
Said, "No such stuff as this we take!"
And added, gratis, with a sneer,
"She was a fool to send it here!"
The "Youth's Companion" (base untruth!),
Pronounced it trash, "unfit for youth."
The sparkling "Critic," "Forum," grand,
E'en philanthropic "Lend a Hand,"
Sagely declared my writer's name
Was one unknown on rolls of fame.
The "Outing" well deserved its name,
For, with one toss, I flying came
From out the office, and to-day
In solitude and deep dismay,—
As this, and more, I can recall,—
I vainly try to solve it all.
I'm sure the poem jingled well,
But yet there's something I can't tell.
I must appeal to those who can
What does this mean? "It will not scan."

WHAT THEY SAY.

F. W. BLACKMAR, Ph.D., *Kansas:* All the great libraries of the world have been the creations of government.

W. J. CORTHELL, *Gorham, Me.:* The principles of teaching are the same whether applied to arithmetic or to calculus, to English or Greek.

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DR. J. G. FITCH, in *Notes on American Schools:* An American cannot help being an optimist. He has at his command vast and undeveloped material resources. He is conscious of himself and of his countrymen, in ambition and enthusiasm, in the ability to surmount difficulties, and of yet unused intellectual strength. He does not indulge in the *Englishman's habit of self-depreciation.*

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Boston Times: The desire of our women for a wider experience, for business and professional life, is but the out-working of inherited energy, One of the laws of heredity is that the charncteristics of the father are usually transmitted to the daughter, and the men of America who have been living with such eager rapidity, building railroads and manufactories and telegraph lines, founding cities and creating states, have fathered daughters like unto themselves. For our women and girls to be content now in the circles formerly allotted to them is a psychological impossibility.

AT THE CLOSE OF THE TERM.

BY SARAH L. ARNOLD.

As the end of the school year approaches, the usual problems present themselves to the teacher as regularly as do the examination questions and reports. Though old, they are ever new. Though they are oft repeated, few teachers seem to have found the key to their solution. At the last moment they find themselves surprised by the reappearance of the difficulties met the year before, and being unprepared they struggle in the hardest ways to surmount them, little profited by their previous experience. There are the final examinations to be passed. That is a fact so well understood throughout the year that it is entirely forgotten until, with hurry and strain and tension, every nerve is urged to accomplish in the last few weeks what should have been going on serenely and quietly throughout the year. The children feel the pressure, and become nervous and anxious. Success in "passing" the examination seems the one thing to be desired, and all other goals sink into insignificance. The work is done at a fever heat. This means reaction and weariness afterward, and poor results at best, all the way.

One such experience would seem enough to prevent a second following in its wake. Thorough tests, at suitable times throughout the school year, should so prepare the pupils for the final "ordeal" that it would seem in nowise out of the ordinary course, and so would occasion little excitement. The examinations themselves, instead of becoming a supreme dread, would seem rather a trial of skill in which the pupils would be eager to engage. Yet even then, they should not be made a staple subject of conversation, or used as a goad to spur on the dull pupils. They can be made to lose their terrors, even if considered only as necessary evils. They should be made to be true helps, whenever they are used at all But in order to make them helps, the teacher should so plan and arrange her work as to gain the desired results without overpressure at the close of the term, and the consequent tension and over-excitement.

Again, the conscientious teacher is often alarmed because she has not been able to bring all her pupils up to the required standard. John is dull, James has been lazy, Kate has been ill, Susan has been kept at home to work, and Mary has had to give so much attention to outside affairs that little time has been left for school work. Of course they are not able to do all that their mates have accomplished. Shall the teacher "strive and pant and yearn" to help these pupils to attain the unattainable, or shall she accept the natural result of the dulness, laziness, illness, and absence, and expect them to fall below the class average? This means, not that she should not give careful attention to these exceptions, and endeavor earnestly to help them when they can be helped, but that she should not be disappointed too grievously when the impossible fails to become the actual. There is an excellent opportunity to use a deal of common sense in judging relative results.

The "final" results of the year's work contain many suggestions for the wise teacher, which should help much in directing the work of the next year. The class that has responded so well to her teaching fails in the hands of another. Why? The pupils are embarrassed, or they do not understand the questions in the strange form, or they had not time to think, are among the pleas urged. But the possibility remains that the work may have been narrow, or one-sided, or fragmentary; that reviews have been indefinite and lessons incoherent. The most profitable lesson to be won from an examination is the teacher's own. She may learn from the results how her own work needs to be strengthened, and so make her errors waymarks. That is the only possible solution for such problems. The past work cannot be undone, but the future can be made better. The "why" of the failure should point to improved methods and stronger endeavor.

The end of the term often brings the heaviest work; it also brings added weariness to both teacher and pupils. The brightest pupils flag, the dull ones lag still farther behind the class, and the teacher finds her patience waning. Unless she has tact and strength and fidelity in large measure, the work becomes less vigorous than it has been. This is the time for all possible rest out of school, that the already tired nerves need not tell their weariness; for a special guard on the lips, that the undeserved reproof may not slip forth and stir a rebellion; for variety in programs, that the dullness may be relieved; for frequent singing and gymnastic exercises, to overcome the heaviness of the warmer days; for concentration of work on essentials, that there need be no lost effort; and for a serene mood that will oil the wheels and enable them to move smoothly, however rough the way. Expect the usual conditions and prepare for them, then the battle is more than half won.

*SOME RECENT WONDERFUL INVENTIONS.**

FROM A LECTURE BY CHAS. F. PIDGIN.

Statistical work is not as dull as book-keeping, weaving, tending a steam planer, or running a pegging machine. It is not as exciting as running a circular saw, but it has its compensations. Statistical results are novel; they establish economic and social truths, and any one who is engaged in the dissemination of truth feels the dignity of his vocation.

The statistics gathered and tabulated in Massachusetts relate to births, marriages, deaths, divorces, polls, real and personal property, valuation, insurance companies, agriculture, railroads, education, pollution of streams and adulterations of food, gas and electric light companies, savings banks, and coöperative building societies.

The general subjects considered under the head of "Labor" are the hours of labor, wages and prices, the education and employment of children, women in industry, criminal statistics, divorce statistics, coöperation, arbitration, convict labor, health statistics, the condition of workingmen in their homes and employments, strikes and lockouts, and the unemployed. These are all connected, directly or indirectly, with the two great divisions of the labor question,—more pay and shorter hours.

The work of a census has to do also with the number of people, sex, ages, color and race, conjugal condition, place of birth, parent nativity, occupations, illiteracy,

* Delivered before the New England Chautauqua Association, Boston, Mass. Mr. Pidgin has been engaged in statistical work for seventeen years, including three censuses, and has been connected with the statistical preparation of some thirty volumes. He is now engaged on his fourth census, being a Special Agent of the Eleventh U. S. Census.

prisoners, convicts, homeless children, paupers, those suffering from acute or chronic diseases. the blind, deaf, dumb, deaf and dumb, insane, idiotic, maimed, lame, paralytic, and bedridden; the number of voters, families, dwelling houses, number of children borne by women and the number living, relation to head of family, children at work, number of schools, school property, school attendance, and the number of libraries and reading rooms, with number of books and pamphlets.

The United States census of 1880 cost $5,862,000, and $6,400,000 have been appropriated for the expenses of the census of 1890. The number of people is used as the basis for districting the country, and the apportionment of representatives; all the other facts are put to social and economic uses.

It will now be understood what an immense amount of material is collected, and must be tabulated before the results can be given to the public, and there is a demand for "the wonderful inventions" now in use to facilitate quick computation, and arrive at the desired results at the least expense, in the shortest time, and with the least expenditure of brain labor on the part of the clerk.

First, there are printed devices. There is the Self Counting Tally Sheet, which, as its name implies, does its own counting, so that when the recording is done the results are at once secured. By means of the Valuation, Quantity, and Number Sheets, a person can add all day and yet not be obliged to make a single figure. *A child who can multiply* 9 by 9, *can multiply* 129,246,272 by 348,698,724, *do it speedily and correctly, and prove his work*, by using the Multiplication Proof Sheet.

The book-keeper can take off a trial balance without making a figure, and locate his errors, by using the Book-keeper's Trial Balance Sheet. Those who always forget what "to carry" when they reach the top of a column, can have the assistance of an inexpensive device, called "Aid-in-Adding," which will do the carrying for them.

By means of the Addition Percentage Tables the figuring of percentages is done away with, and *if you wish to know what percentage* 2,486,748 *is of* 5,432,647, *you can turn to a page in the book and find the percentage with the decimals carried to the seventh place.*

The "Chip System" is an ingenious process by which 144 columns, or more, can be added at once, the figures being put in place in somewhat the same way as that in which a compositor "sets" type.

There is a handbook entitled *Practical Statistics*,[1] a technical work which gives the foundation principles of practical work in the science of statistics.

The Pascal Counter, used for counting one at a time, and having a capacity of 1,000, is easily extended to 10,000. The Electric Counter has a capacity of 10,000, and the Rotary Counter registers 25,509 before re-adjustment is necessary. These counters take the place of the old method of making dots or checks with a pencil, and then counting them up. They work instantaneously and show the total simultaneously with the close of the work.

The Automatic Door Counting Machine has a capacity of 144 results while the cards or slips are in process, and a speed of 10,000 points in six hours.

The Abacus Counting Machine also gives 144 results at one handling of the schedules or slips. Each dial has a capacity of 10,000 points, the whole machine registering 1,440,000 possible results without changing the registers. The Automatic Electric Counting Machine will count anything,—chips, slips, cards, or schedules. It will register each chip, slip, etc., it handles, stop when the last one is counted, and ring a bell to warn the clerk that it is ready for more work.

The "Billionnaire" adding machine is governed by the eye, the "Button" machine by touch, and the "Cylinder" machine by the ear. The climax is reached in the Electrical Adding Machine, which adds numbers, dollars and cents, English or any other foreign money, fractions, yards, feet, and inches, or any other combination of numbers, no matter what their relations may be. It has only nine keys, has a sliding motion, and the number can be "set" and compared before it is added. A clerk with this machine can do the work of three clerks for the salary of one.

The Punch Card was first used in the Massachusetts State Census of 1885. The "pin board" was the foundation of the idea of electrical tabulation. There was a machine for tabulating by using punched cards[2] long before the present device which is now in use was completed.

The "Chip System" has no limitations. Millions of points can be tabulated, and valuable information does not have to be omitted on account of the limitations of the system. The "Chip System" is the ultimate of correlation, and it is so simple that the clerk is not overweighted with the mental requirements nor fatigued with continuous and exacting physical labor.

(1) Written by Mr. Pidgin.

August Abrahamson,
Owner of Nääs.

SOME THINGS ABOUT SLOYD.—(II.)

BY ANNA M. RYDINGSVÄRD, A.M., BOSTON.

Plan of Work at Nääs.

The program at Nääs is arranged with a view to accomplishing as much work as possible without over-exertion, and also with judicious alternation of manual labor and lectures, which is in itself a rest. The lectures are divided into systematic, methodic, and historic, and two of the topics are treated every day but Saturday, when work ceases at noon. At eight o'clock in the morning all are at their benches, breakfast (preceded by devotional exercises) having been taken at half-past seven.

The sloyd work goes on till eleven o'clock, with an intermission of ten minutes about half-past nine, during which the pupils are obliged to leave the workroom; then at eleven o'clock a two minutes' walk up a gentle rise takes them to the Seminarium, where they listen to a lecture by Director Salomon till twelve o'clock, the last five minutes being reserved for asking and answering questions. Notes are required to be taken, and at the opening of a lecture the notes of the preceding one under the same heading are read, the readers being called in turn according to the numbers on the benches. At twelve lunch is served, and almost every day peasant women and children are at the steps of Vänhem with delicious berries, early apples or plums for sale.

At half-past twelve the pupils hurry back to the sloyd rooms, where work goes on till half-past three, with an intermission similar to the one in the forenoon, and the day's duties close with a lecture of an hour again up over the hill. So fascinated do pupils become with sloyd work that they regret leaving it even for meals, for which reason Wednesday is the favorite day of the week, as they are then allowed to work from six a. m. to seven p. m.

On entering the sloyd room for the first time, each pupil seeks the bench bearing the number on his or her memorandum card, and there works throughout the course. Each bench is supplied with the tools in most frequent use, as knife, planes (three), compass, marking guage, meter measure, and T square. Other tools, as saws, files, and bores hang on the walls.

There are four series of models, of which the pupil chooses one at the outset, and makes it. The four are: Elementary course for country schools, elementary for city schools, girls' higher schools, and boys' higher schools. In these the models vary somewhat, but the first four or five are the same in all. So all the pupils begin with the same kind of wood, of the same general shape and size, work in the same manner and produce the same object,—a kindergarten pointer. They are told individually how to stand, how to hold the wood, how to hold and use the knife, and how to find the proper measurements of an object. A chart on the wall gives the measurement in centimeters and millimeters of all the models.

The model is made as correctly as possible with the knife only, testing it by the meter measure and T square; then, if the teacher approves, it is laid on a shelf in an adjoining room to await examination, and number two is begun. Now number two,—which is a parcel holder,—is chosen so as to embody all the principles taught by number one, and to add a new principle; the pupil is expected to do the part which is a review lesson with little suggestion from the teacher, and will receive marks for independence accordingly. At the close of the day's work each pupil brushes the shavings from his bench, while a boy sprinkles the floor; then there is a rush for the birch brooms stacked in a corner, and all debris is swept into piles at the end of each bench next the aisle. This is removed later under a captain's supervision, through a trap-door into the cellar beneath. Just here I am reminded of the curious baskets made out of these same shavings by a poor old peasant man who came and collected them.

(2) Invented by Mr. Pidgin. The punch card for census work, and the proof wire by which the punched cards are tested, are his inventions, and integral parts of his system. He has made a marked advance over the punch card in his "nicked card" which dispenses with a "scheme," and will allow a clerk or enumerator to use it without memorizing symbols, and without any previous time spent in preparation. His system of correlation by color of paper, color of ink, sorting boxes, and designatory letters, would save *one fifth* of the cost of transferring the material from the schedule to the tabulating card.

THE LAW AND THE PEDAGOGUE.—(VI.)*

BY THE AUTHOR OF "PRESTON PAPERS."

ABSENCE AND TARDINESS (*Continued*).

"It seems to me," said Miss Brown, "that teachers should have especial care, particularly for young children, in extremely cold weather."

"Just what Judge Niblack said," responded Miss Lawyer. "He went further, and said that teachers should relax somewhat from the strict enforcement of rules in cases of physical or mental infirmity, and that no rule, however reasonable it might be in its general application, should be enforced when that would inflict actual or unnecessary suffering. He said that the habit of locking the door during the opening exercises was not unreasonable under ordinary circumstances, but that when done on an extremely cold morning, special care and attention should be given to such pupils as might be obliged to wait in some other part of the building."

"This is upon the presumption that the teacher is both kind and discreet," observed Professor Newell.

"She should be, certainly; and she generally is," responded Miss Lawyer; "but the fact is that very few parents realize the difficulties attendant upon continued absence or tardiness. In regard to absence, of course those who attend constantly cannot be compelled to wait for those who from negligence, preference, or circumstance, are so frequently absent as to fall behind; nor can pupils whose attendance is so irregular keep pace with those who are both prompt and constant in their attendance upon school."

"It is hardly debatable," said Mr. Mallory, "that regular attendance is essential to improvement, and requisite to the necessary classification of the pupils in regard to age, capacity, studies, and proficiency; but I hardly see how the evils attendant upon tardiness can be considered of the same grade, or even sufficiently reprehensible to justify punishment."

"Perhaps they would not, if considered merely in the abstract," responded Miss Lawyer; "but there is always more or less confusion made by the tardy pupils' entrance into a room filled with pupils who have already begun their day's work. Books must be gotten out, questions asked, perhaps, with possibly a recitation missed, and the attention of those otherwise studious is, to a greater or

* Copyright, 1890.

less degree, diverted from the business before them, until the annoyance,—which at first blush seems petty in proportion to that caused by absence,—in reality reaches it."

"I had never thought of that," said Mr. White; "but has not this right to compel prompt and regular attendance, or to insist upon an excuse for absence or tardiness, been before the Missouri Supreme Court also?"

"O yes; and only seven or eight years since,[1] and in Jefferson City. The rule there was that a pupil who was absent for six half days in four consecutive weeks should be suspended; and the question presented for the consideration of the court was, whether or not the rule was legal, and the judges were unanimous in sustaining its validity."*

"Do you know the statutory provision upon which the power of the board was based?" asked Mr. White.

"I'm not sure, but think it was upon the Revised Statutes of 1879."[2]

"And the parent, as such, has absolutely no right to detain his child from the public school?" further queried Miss Lamb, whose anxiety at this point seemed to be upon the seeming conflict between the rights of parents and the duties and powers of trustees, committees, etc."

"Oh, cases of casual sickness of the pupil,[3] sickness or death in the family, fire, flood, or various other incidents of current life, give occasion for temporary absence, and make the enforcement of the rule unnecessary; but in the main the citizen is in subordination to the lawful rules for the regulation of schools, which rules he may neither defy nor disregard."

The struggle for a place at the breakfast table of the eating-room in Sacramento began right here, and our party became separated from each other in the crowd that seemsd to have lost all individual politeness and high breeding under the influence of the most ravenous appetites, which so far controlled the travelers that they unblushingly did what they would have scorned to do at their own tables. Each strove to be first, regardless of age, sex, color, or "previous condition of servitude." Waiters were in turn cajoled, bribed, and cursed; and they responded with the usual dignified indifference of the genus, serving "by turn" as nearly as possible, and without partiality.

CLOSING EXERCISES.—A MEDLEY.

ARRANGED BY ANNIE ISABEL WILLIS.

I. EXERCISE.—THE TEMPLE OF WISDOM.

Select from a book of church designs one with a plain front elevation, and have it copied in wood with a height of several feet, and doors and windows painted on it. This to be set in place after all the foundation blocks are laid, each to have its name painted distinctly, as Education, Work, Earnestness, Diligence, Books, Purpose, Self-help, Power. Have the words from Browning:

"Know, not for knowing's sake,
But to become a star to men forever,"

cut out of paper and arranged on the wall or curtain against which the temple will stand when completed.

First pupil.—We are going to show what we believe to be some of the foundation stones of the temple of wisdom. But first I want to remind you that "The doorstep to the temple of wisdom is the knowledge of our own ignorance," and to add, "Let us never forget that ignorance is not simply the negation of knowledge. It is something positive. It is not the mere absence of a good, but the presence of an evil. It is not the mere calm of an unoccupied mind, but the misdirection of that mind."

Second pupil [*placing first block, "Education."*]—I consider a human soul without education like marble in a quarry, which shows none of its inherent beauties until the skill of the polisher fetches out the colors, makes the surface shine, and discovers every ornamental cloud, spot, and vein, that runs through the body of it.

ADDISON.

Third pupil [*placing block marked "Work."*]—There is always hope in a man that actually and earnestly works; in idleness alone is there perpetual despair. CARLYLE.

Fourth pupil [*placing block marked "Earnestness."*]—Dickens says: "In great aims and in small, I have always been thoroughly in earnest."

Fifth pupil [*placing block marked "Diligence."*]—Diligence puts almost everything in our power, and will, in time, make children capable of the best and greatest things. TILLOTSON.

Sixth pupil [*placing block marked "Books."*]—Milton calls a good book "The precious life-blood of a master spirit," but "The book to read is not the one that thinks for you, but the one which makes you think." DR. MCCOSH.

Seventh pupil [*placing block marked "Purpose."*]—There is no road to success but through a clear, strong purpose. MUNGER.

Eighth pupil [*placing block marked "Self-Help."*]—A tree must be rooted in the soil before it can bear flowers and fruit. A man must learn to stand upright upon his own feet, to respect himself, to be independent of charity or accident. It is on this basis only that any superstructure of intellectual cultivation worth having can possibly be built. J. A. FROUDE.

Ninth pupil [*placing block marked "Power."*]—The first main thing a man has to do in this world is to turn his possibilities into power, or to get the *use* of himself. T. T. MUNGER.

Two pupils may then put the wooden structure in place on the foundation, one repeating:

Ignorance is the curse of God,
Knowledge the wing wherewith we fly to heaven.
SHAKESPEARE.

The other may then step to the front of the platform and say: When we enter the temple of wisdom to work, we are each day building additions to our characters, and in this connection I should like to repeat, for our last words, these lines:

BUILDING.

Souls are built as temples are,—
Sunken deep, unseen, unknown,
Lies the sure foundation stone.
Then the courses framed to bear
Lift the cloisters pillared fair,
Last of all the airy spire,
Soaring heavenward higher and higher,
Nearest sun and nearest star.

Souls are built as temples are,—
Inch by inch in gradual rise
Mount the lavered masonries.
Warring questions have their day,
Kings arise and pass away,
Laborers vanish one by one,
Still the temple is not done,
Still completion seems afar.

Souls are built as temples are,—
Here a carving rich and quaint;
There the image of a saint;
Here a deep-hued pane to tell
Sacred truth or miracle;
Every little helps the much,
Every careful, careless touch
Adds a charm or leaves a scar.

Souls are built as temples are,—
Based on truth's eternal law
Sure and steadfast, without flaw,
Through the sunshine, through the snows,
Up and on the building goes;
Every fair thing finds its place,
Every hard thing lends a grace,
Every hand may make or mar.
SUSAN COOLIDGE.

II. RECITATIONS.—VACATION.

Vacation is coming, so joyous and free!
What pleasure's in store for you and for me,
With the long summer days, so free from all care,
And the gay, merry times we so often will share.

So to school and to school books we bid a goodby,
For the holiday time is fast drawing nigh;
And now we are here on the very last day,
Soon from care to be free, our toil to repay.

It matters not much how the summer is spent,
For if we do right we'll be gay and content;
And when the bright holidays come to a close,
We'll begin school once more, and brave winter's deep snows.

Now, goodby to you all, for the time is at hand;
Was there ever a merrier, happier band?
Goodby to you all for ten long, joyous weeks,
And *perhaps* we'll come back with rosier cheeks.
MARY L. NINDE.

SUMMER VACATIONS.

I am so happy, so happy all over,—
The secret I'll tell it to you;
I told it the daisies, the grasses, the clover;
They promised to keep it all true:

Vacation is coming,—will be here right soon;
No lessons to learn the whole day.
I think it so nice, from the middle of June
Till autumn, for frolic and play.

We'll live with the butterflies, blossoms, and bees,
We'll gather the berries so sweet;
Grow brown as the gypsies in sunshine and breeze,
And fleet as the deer with our feet!

Goodby, now, kind teacher, and schoolmates all dear;
And schoolhouse, a goodby to you;
When vacation is over, we'll come with a cheer,
The school-life to gladly renew.
MRS. H. E. KIMBALL.

III. TABLEAUX.—SCENE FROM A SCHOOLBOY'S LIFE.

1. Child, playing on floor with lettered blocks.
2. Little boy going to school, holding the hand of his big sister. Satchel of books on his arm. Dragging back as if unwilling to go.
3. Boy putting bent pin on the seat left vacant by another boy who stands at the teacher's desk.
4. First boy getting a whipping on hand, and making faces as if it hurt.
5. Boy writing in an awkward position, head held low over book, tongue stuck out of one corner of mouth, pen at wrong angle, joint of index finger sticking up.
6. Boy studying with big lexicons and piles of books around. Hair rumpled. The motto, *Labor omnia vincit*, in big letters on wall above him.
7. Boy trying to look at the back of his trousers, which are evidently soiled by contact with fresh green paint.
8. Boy in Oxford cap and gown, with same college fraternity pin on breast, apparently delivering an oration.

NEW YORK LETTER.

PUBLIC SCHOOL MATTERS.—THE WOMAN WARD TRUSTEE RESIGNS.—MRS. REED GIVES UP HER SCHOOL.—ANOTHER VACATION HOME.

[From Regular Correspondent of the JOURNAL.]

NEW YORK, June 6, 1890.

Superintendent Jasper was reëlected quietly and promptly at the last meeting of the board. The election of the assistant superintendents was postponed until September. Miss Alice Pine, the woman trustee, who served in the Fifteenth Ward, has resigned; but the residents of the ward have asked for another woman, naming Miss Alice Collins as their choice.

* * *

School bonds to the amount of over $151,000 were authorized this week, by the Board of Apportionment, for the purchase of a new school site on 85th Sreet and Madison Avenue; for new furniture and apparatus; and for enlarging the site of old No. 41 on Greenwich Avenue; and ($10,644 of it) for the support of corporate schools. $16,000 more was asked, and may be given for another site up in the region of 139th Street; and $187,000 for a new building on 93d Street on the exereme west side.

* * *

In the retirement of Mrs. Sylvanus Reed from active work, New York loses one of its ablest and most careful school keepers of almost two generations. Mrs. Reed's boarding and day school for young ladies has been famous for nearly twenty-six years, and it is not too much to say that it has fairly earned its reputation, and that it has done a great deal toward making our young ladies gain for themselves and their country-women an enviable reputation. On Monday Mrs. Reed held her last commencement, and the school, in which she will still keep an active interest, will be reopened in the fall by others. It is pleasant to know that this honored teacher, whose school was opened partly as a means of support, now retires with a comfortable income.

* * *

Safe and comfortable city homes for working-women of all grades and vocations has long been an important department of the work of the Young Womens' Christian Association of New York. A few years ago this was extended to a small and experimental summer house; gradually that prospered; and this summer the Association announces itself as prepared, at Asbury Park, with good accommodations, at low prices, for as many as three hundred guests, I believe. Particulars can be obtained at the Association building, 7 East 18th Street.

* * *

The new School of Philosophy, Columbia College, offers a large number of new courses. It is founded on the junior year, and any student who has completed the junior year in the School of Arts will receive the A.B. degree at the completion of one year in the Philosophy, the Master's degree at the completion of two years, and the Doctor's degree on the completion of the course. Hitherto the degrees of Master of Arts and Doctor of Philosophy have been given for graduate studies pursued in connection with the School of Arts, the School of Mines, and the School of Political Science. Now the University Council designates the general requirements for these degrees; each faculty being at liberty to make specific regulations not inconsistent with the general regulations. As a result of this, the basis for the degrees of Master of Arts and Doctor of Philosophy is made uniform throughout all parts of the university. The general regulations, it is held, embody a standard which represents a combination of the best demands hitherto made for these degrees in connection with the different schools, and a standard believed to be equal to any at home or abroad." In one word, Columbia has been unified into an institution, all parts of which hereafter will work together instead of without reference to one another. This policy already shows itself full of promise of good results in every direction." The number of candidates who presented themselves the first examination day this year was 123, as against 114 of the first day last year.

* * *

The trustees of the New York College for the Training of Teachers have established six free scholarships in the College for the benefit of graduates of high schools and academies, public or private, in the States of New York, New Jersey, and Connecticut. Three scholarships are to be awarded each year upon the results of a competitive examination to be held in the month of June, and each scholarship is valid, unless forfeited for cause, for the full college course of two years. The examinations will be held at the college buildings in New York City, and at other places if application is made. The applicants will be examined upon English language and literature, geometry and algebra, geography, history, both general and United States, physiology and hygiene, and drawing, although the last subject is not required. Especial preference will be shown for applicants who are prepared in it. Full details regarding the time at which the examination will be held, the course of study at the college, the methods of instruction, etc., may be obtained by addressing the dean of the New York College for the Training of Teachers, 9 University Place, New York.

HELEN AINSLIE SMITH.

(1) King *vs.* Jefferson City School Board, 71 Missouri Reports, page 628.

(2) Section 7045.

* NOTE.—In delivering the opinion of the court, Judge Napton said: "The continued or repeated absences of one of a class not only is injurious to the absentee, but if allowed beyond a certain point, is calculated to demoralize those who attend, and derange the orderly instructions of the teacher. Taxes are not collected to pay teachers to sit in front of empty benches, or to hunt up truant boys. Such absences, when without excuse, are the fault of the parents, whose business it is to see that the attendance of their child is regular, unless prevented by causes which will, of course, be an excuse under the rule in question." AUTHOR.

(3) Ferriter *vs.* Tyler, 48 Vermont, page 444; 21 American Reports, page 133.

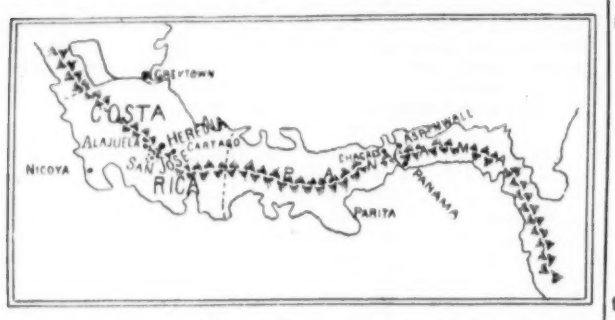
GEOGRAPHY.—COSTA RICA.

BY WM. E. SHELDON, A. M.

The meeting of the Pan-American Congress of the representatives of the South and Central American republics, at Washington, to confer with the representatives of the United States government, with a view to promote mutual interests, has brought prominently into notice these countries. Among these republics that deserve to be better known to American teachers and students is Costa Rica, which is situated in Central America, between Colombia and Nicaragua, and extending from ocean to ocean from the 9° to 11° of north latitude.

This country was first discovered by Columbus, Oct. 5, 1502. In exploring the coast he found specimens of gold, on account of which he named the country "La Costa Rica y Castilla de Oro." The country has about 20,700 square miles, greater by one fifth than the area of Switzerland, and because of the picturesqueness of the mountains surrounding its plateau has been called the "Switzerland of Central America."

CLIMATE.—Costa Rica is divided into three vertical zones. The "hot lands" extend from the sea level to the altitude of 3,000 feet, and stretch along the coasts and the banks of the San Juan River. The "temperate lands" lie between 3,000 and 7,500 feet altitude. In



this region the climate is mild and healthful, and the greatest part of the population is found in this belt. The "cold lands" are 7,500 feet above the sea level, and include the summits of the mountains.

SEASONS.—The seasons are well defined. The dry season begins in December and ends in April or May, and the rainy season lasts to the end of November.

MINERALS.—The natural products are comparatively little known. There are several mines of gold in the Aganeate Mountains, worked by native proprietors, and the yield is but $30,000 per month. Iron is found in abundance, and rich mines of copper exist in the mountains of Candelaria, also lead, quicksilver, sulphur, limestone, gypsum, and alum.

THE FAUNA.—The fauna is very rich. Here are found the American tiger and lion (called also the Jaguar and Cougar), the ocelot, the coyote, a great variety of monkeys, the peccary, the tapir, whose hide is the thickest known, is of great value, and several species of the opossum. The forests abound with birds of great beauty. Singing birds and birds of prey are numerous. The zopilote, a species of vulture, renders great service in clearing away the refuse of cities and towns. Enormous turtles are found on the Atlantic coast, and crocodiles abound in the Tempisque River; fish are plenty and an excellent species of salmon is found in the San Juan River. Mosquitoes, one of the great plagues of tropical countries, are rare; even on the hot plains of the north one can sleep without mosquito bars. The native bees produce honey having exciting properties and a black aromatic wax.

FLORA.—The vegetation is varied and vigorous. Corn, potatoes, and beans are cultivated in the upper valleys. In less elevated parts, the native orange, plum, and mango abound. Coffee, sugar-cane, and bananas grow in the warmer localities. The soil is of remarkable fertility. The stakes used for fences and even telegraph poles when sunk in the ground take root, and in a few months are covered with leaves and branches.

The profitable products are coffee, the sugar cane, corn, and beans. Coffee is the leading product and the chief source of wealth. It was introduced from Havana at the close of the last century. The seeds were sown at Cartago, and the trees grown there furnished seeds for the entire country, and even for all Central America. Coffee being the leading crop, the preparation of it for market constitutes the principal industry of the country.

The pearl fishery is productive on the Pacific coast. One company, which now has a monopoly, makes a specialty of "mother-of-pearl," employing many divers.

The population of Costa Rica in 1888 was about 204,000, the greater part of whom are descendants of the Spaniards, who settled the country in the latter half of the sixteenth century. The people are ardently patriotic, proud of their republic, and generally very industrious. It became independent and a representative republic in 1821. The present constitution was adopted in 1871, and guarantees to all its citizens equality before the law, the right of petition, liberty of thought and speech, and the right of habeas corpus. All civil rights apply to foreigners as well as to Costa Ricans. The President is General Don Bernardo-Soto. On account of his poor health the power has been placed in the hands of Don Ascension Esquvel, who is one of three persons appointed by the congress at the beginning of the presidential period, to become the executive in case of the serious illness of the President. His title is *Designado* (Designated). The Congress numbers, 28 members, and is in season each year from May till the end of June. Over $350,000 is appropriated each year for public instruction, and there are over 300 primary schools, attended by about 20,000 pupils, or one tenth of the entire population. The progress made in public instruction is satisfactory. In 1883 only 12 per cent. of the people of Costa Rica could read or write. In 1885 a normal school was established at San José with scholarships.

THE SCHOOLS OF GERMANY.—(VIII.)

BY JOHN T. PRINCE, PH.D.,
Agent Massachusetts Board of Education.

READING (MIDDLE AND ADVANCED GRADES).

A German teacher and author has divided reading into three parts,—mechanical, analytical, and æsthetical; and no one of these features of reading is likely to be neglected by the average teacher in Germany. In the first year or two the mechanical feature is particularly emphasized,—more, I think, than in our best schools,—especially in respect to phonics and articulation. Afterward, the analytical and æsthetical features receive most attention; and in these respects I think we may learn much from our German friends. In the analysis of poetry, for example, I have heard fine shades of meaning brought out by pupils of the middle grades which we rarely find in our high schools. It may be that we are underrating the analytical powers of our children. In our zeal to have them read much, we may forget what they read for.

The American visitor to German schools is struck not only with the limited extent of the reading in them (generally but one book a year), but also with the limited time of the recitation period given to *reading*. I have frequently heard but half a dozen pupils of a class of forty read during a period of fifty minutes. The rest of the time would be given to discussion by pupils and teacher upon the meaning of words and expressions, and in subjects connected with the reading. As has been said, the reading books are made up of pieces calculated to awaken moral, poetic, and patriotic sentiments, and the efforts of teachers are wisely directed to the same ends. I shall never forget the intense interest awakened in one school by a teacher's description of the last events of the Franco-German War, suggested by a piece of poetry which was being read. To effort like this, repeated in schools of every kind and grade, is due to a large degree the strong spirit of patriotism which pervades the new empire.

To show the kind of supplementary work done in connection with reading in schools corresponding to the upper grades of our grammar school, the following brief extracts from my notebook are given:

Eisenach.—There was first given by the pupils the substance of that part of a poem which had been read the day before. Language of pupils, correct and fluent. William I. and Frederick I. spoken of. Teacher asks why Frederick I. and Barbarosa should be remembered together. Unity of kingdom. Story of Barbarosa told; also poem of the same repeated from memory by several pupils. History of time just after Barbarosa given. Knights and minstrels. Budding time of the German national literature. Names of poets and writers of this time given. Relation of minstrels to literature. Effect upon the people. (All this is related to subjects referred to in a poem to be read.) Teacher reads first: pupils follow singly, and occasionally together. Then follow questions to bring out the meaning of various expressions. Two poems are contrasted in general and in particular.

Leipsic.—Author of given poem discussed, — titles of other poems by the same author given. Several of this author's poems begun by pupils. Various periods discussed. Leaders of second period. Four selections from Goethe repeated from memory. Sketch of Herman and Dorothea given. Also life of Goethe.

Berlin.—Analysis of Poem. Teacher gives first a careful reading and explanation of each line, followed by pupils. The teacher assists pupils occasionally in supplying a needed word. Much skill and originality displayed.

As an example of the practice of teachers in preparing pupils for reading and in awakening their thought and interest, I copy the following notes in full of a visit I made upon a girls' school in Eisenach. The pupils had been in school four and two thirds years, and were about eleven years of age:

The piece to be read is "The Diver," by Schiller, and the teacher says they are about to read of a man who at the request of a king jumped into the Charybdis after a golden cup. Then follows rapid questioning of pupils, such as: "What is the Charybdis?" "Why dangerous?" "What other whirlpool near by?" "Where was it supposed to be?" "To what sea does Strait of Messina belong?" The map is used freely, and points which the pupils do not know are told them by the teacher.

The teacher then speaks of the peculiar and dangerous fish in these waters, and shows pictures of them upon a chart. Names and characteristics of all given. Occasionally pupils allowed to answer in concert, especially difficult names. At this point the teacher asks the pupils to repeat all that has been given.

The teacher then tells the story of the Diver, beginning with some imaginary references to the king, his journey from Palermo to the sea, and the purposes of it. Occasionally, to keep the interest of the pupils, he asks questions like the following: What would the king be likely to carry on such a journey? What do you suppose prompted the king to throw the cup into the whirlpool? Would the knights like to do the king's bidding? Why? Why did they hesitate? Why did the youth volunteer to go after the cup? As the story proceeds, headings are placed upon the blackboard, the teacher asking the pupils to decide what the headings should be. At certain points, as before, the pupils are called on to repeat what has been said.

The reading of the piece follows, the pupils criticising each one as she reads. Animated expression and clear enunciation are the special features of the reading. Questions are asked by the teacher to bring out the thought expressed and to hold the attention. Frequently the answers are expected to be in the words of the poem. At other times answers in entire sentences in the pupils' own words are given. A few of the rhetorical beauties of the poem are pointed out. When the reading is not expressive or fluent enough, the pupil is asked to read silently. Two or three lines are occasionally read in concert. No interruption of a pupil while reading.

The same class at the next reading recitation continued the same subject as follows: The girls asked to repeat the substance of the poem as far as it had been read. Questions asked upon advance lesson which required pupils to look in the book. Answers to questions given in words of the book. Sometimes the answers are given in words of the pupils after silent reading. Oral reading of a portion follows. Much attention given to enunciation and expression. Some concert reading. Questions follow the reading to bring out the pupils' understanding of certain expressions. The same course is taken with another portion, viz.:

1. Question to induce thought.
2. Pupils read silently.
3. Pupils explain, telling the substance of what has been read silently.
4. Oral reading, attention to expression and enunciation.
5. Questions upon contents of portion read, and also upan rhetorical features.

One more portion treated in the same way, and then entire poem read.

NOTES AND QUERIES.

[Contributors and querists of this department are requested to send their correct names and addresses with contributions, not necessarily for use, but that we may know to whom to direct any personal correspondence.]

LUCKY FRIDAYS.

Friday, Feb. 22, 1732, George Washington was born. Friday, June 13, 1785, Gen. Winfield Scott was born. Spurgeon, the celebrated English preacher, was born Friday, June 10, 1834. Gabriel Fahrenheit, whose name was given to the mercurial thermometer, was born on Friday, May 14, 1586; Thomas Sutton, who saved England from the Spanish Armada, was born on Friday; as were Disraeli, Gladstone, and Bismarck.

Friday, June 30, 1461, Louis XI. humbled the French nobles.

Friday, March 18, 1776, the stamp act was repealed in England.

Friday, Nov. 28, 1814, the first newspaper ever printed by steam, *The London Times*, was issued.

Friday, March 5, 1496, Henry VIII. gave to John Cabot his commission which led to the discovery of North America.

Friday, June 13, 1492, Columbus discovered the continent of North America.

Friday, Nov. 10, 1620, the *Mayflower* made the harbor of Provincetown, and the Pilgrims on board signed that august compact which was the forerunner of our Constitution. On Friday, Dec. 22, they made the final landing at Plymouth.

Friday, July 7, 1776, the motion was made in Congress by John Adams, and seconded by Richard Henry Lee, that the United States colonies were and of right ought to be free and independent.

Friday, Sept. 22, 1780, Arnold's treason was laid bare, which saved the United States.

Friday, Oct. 7, 1777, the surrender of Saratoga was made, which influenced France to declare for our cause.

Friday, Oct. 19, 1781, witnessed the surrender of Yorktown, the crowning glory of the American army.

Friday, Sept. 7, 1565, Menendez founded St. Augustine, by more than forty years the oldest town in the United States; and on Friday, March 25, 1609, Hudson discovered the river which bears his name.

LITERATURE IN SCHOOLS.

The notion that literature can be taken up as a branch of education, and learned at the proper time and when other studies permit, is one of the most farcical in our scheme of education. It is only matched in absurdity by the other current idea, that literature is something separate and apart from general knowledge. Here is the whole body of accumulated thought and experience of all the ages, which indeed forms our present life and explains it, existing partly in tradition and training, but more largely in books; and most teachers think, and most pupils are led to believe, that this most important former of the mind, maker of character, and guide to action can be acquired in a certain number of lessons out of a textbook! Because this is so, young men and young women come up to college almost absolutely ignorant of the history of their race, and of the ideas that have made our civilization. Some of them have never read a book, except the textbooks, on the specialties in which they have prepared themselves for examination. We have a saying concerning people whose minds appear to be made up of dry, isolated facts, that they have no atmosphere. Well, literature is the atmosphere. In it we live, and move, and have our being, intellectually. The first lesson read to or read by the child should begin to put him in relations with the world and the thought of the world. — *Charles Dudley Warner, in the Atlantic.*

BOYS AND GIRLS IN HOLLAND.

A letter from a lady traveling in Holland tells how they distinguish the boys from the girls in that country. "They are all dressed alike in dark full skirts and gay bodices. All have long hair and long thick bangs trained to stand out under the tight caps like little visors to shade their eyes. We began to wonder why they were all girls, when suddenly the guide seized one, crying, 'Do you think this a boy or girl?' When we said 'girl,' he whisked the child around and pointed to a little red and white crown piece in the back of its cap. 'No,' he said, 'Girls' caps are plain. Until the children are 8 years old you can't tell a boy from a girl, except from the backs of their heads.' By asking the children their names we found the guide was right, and we all wondered what Young America would say if he were obliged to dress like his sister till he was 8 years old.

GOSSIP ABOUT WORDS AND PEOPLE.

Jolly was once far from its present undignified position, and long retained the meaning of graceful, cheery, pretty (from its French original, *joli*), and as such was not beneath the stately pen of Milton, when he addressed the nightingale, in phrase now strange:

"Thou with fresh hope the lover's heart doth fill,*
While jolly hours lead on propitious May."

Indifferent was formerly "impartial," only. Its meaning is well illustrated by an extract from a speech of Sir Nicholas Throgmorton, who in the reign of Mary the First of England was brought to trial for his alleged complicity with Wyatt's Rebellion. He pleaded his own cause with eloquence and firmness; in reply to the abusive words of the judge, he said: "My Lord Chief Justice, I did hear when Her Majesty was pleased to call you to your honorable office, she said, 'I charge you, sir, to minister the law and justice indifferently, without respect of person.'"

The "Gentle Sir Philip Sidney" calls sleep

"The poor man's wealth, the prisoner's release,
The indifferent judge between the high and low."

The English church retains the old word in the prayer for magistrates, "that they may truly and indifferently administer justice"; in the American Common Prayer," "impartially" is substituted.

Knowing the derivation of *prevent* (from *præ* and *venio*) should make it easy to remember its meaning in old writers; literally, "to go before."

* Referring to an old superstition.

Our earliest New England poetess, Anne Bradstreet, says to the bird:

"The dawning morn with songs thou dost prevent,
Sets hundred notes unto thy feathered crew."

Mrs. Bradstreet died in 1672. Nearly a century later we find the word used in the same sense by White of Selborne, in "A Winter Piece—to the Miss B——s":

"Return, dear nymphs; prevent the purple spring,
Ere the soft nightingale essays to sing."

The word often occurs in our English Bible, and the revisers have in some instances left it unchanged. Alterations are made in 1st Thess. iv: 15, where the meaning is made clear by substituting "precede"; and in St. Matthew xvii: 25, where "anticipated" is used. PAMELA MCARTHUR COLE.

POPOCATEPETL.

The following altitudes of this volcano have been observed by the authorities herewith noted: Von Humboldt, 17,816 ft.; Glennie, 17,985 ft.; Birkek, 17,955 ft.; French Commission, 17,886 ft.; Ponce de Leon, 17,790. The extremes of these determinations vary less than 200 feet, and there is hardly a possibility of an error of 3,000 feet, as reported by Professor Heilprin. It is hardly just to condemn the observations of the latter, however, until they are officially announced, as they may have been erroneously reported. His altitudes were determined by aneroid barometers, and from personal experience with these instruments in Colorado, I think Professor Heilprin will be justified in saying bad words to himself, after using them a month or two at an altitude of 10,000 feet or over.

J. W. R.

MEMORIAL DAY IN CHICAGO.

Memorial exercises were held on Thursday preceding Decoration Day in all our city schools. The Grand Army posts sent delegates to every school, and the children responded liberally to a call for flowers, tables and baskets being heaped with costly hot-house flowers and blossoms from the field and garden. Almost every schoolroom was beautifully draped with red, white, and blue, making them look what they are,—veritable fortresses of liberty. At the decoration of the graves, the Patriotic Sons of America and the Sons of Veterans far outnumbered the veterans, who, with canes and faded uniforms, hobbled about with garlands and flags to honor their fallen comrades. As the ranks of the veterans grow thinner each year, it is evident that the charge of keeping the memory of our fallen heroes green must soon fall upon the rising generation. M. W.

QUERIES AND ANSWERS.

— Can you give me the address of Henry Wurtz? JARVIS.

— What American flag preceded the stars and stripes? CONN.

— To "L. H. F.": The *Century Dictionary* gives the plural of administratrix, administratrices. PAUL EVERARD, *Ashland, Mass.*

— For what purpose is Lieutenant Ryder of the Danish Navy about to lead an expedition to Greenland? When does he start? M. D.

— To "Merrimac": "Delphine" is the title of one of Mme. De Staël's novels and the name of the heroine. It is said by some to be an idealized picture of the authoress. BLACKWOOD.

— To "Ladrone": The boomerang is an instrument shaped like a double-edged sword bent to the form of an ellipse. On being thrown into the air it strikes the ground and rebounds toward the thrower. M.

— If some querists will give me the solution of the following, I shall be grateful: Bought 15 bushels wheat and 30 bushels oats for $35, and 9 bushels wheat and 6 bushels oats for $15. What is the price per bushel? S. J. F.

— How shall I dispose of the *thats* in the following sentence; "He said that that that that man said was that that that one should say; but that that that that man said was that that that man should not say. AUGUST.

— One of our teachers has seen the statement that recent surveys prove the Connecticut River to be wholly within the State of New Hampshire, instead of forming the boundary between that state and Vermont. Can you answer as to the truth of this? P.

The statement is correct. The Connecticut River is wholly in New Hampshire.—[ED.

— To "Lull": Charles Dudley Warner's published works are: "The Book of Eloquence," "Baddeck; and That Sort of Thing," "My Winter on the Nile," "In the Levant," "In the Wilderness," "Captain John Smith," "Washington Irving," "A Round-about Journey," "Their Pilgrimage," "On Horseback," "My Summer in a Garden," "Being a Boy," "Saunterings," "Memories and Moslems," "Studies in the South and West," "A Little Journey in the World." With Mark Twain be published "The Gilded Age." He also edited the "American Men of Letters" series. T. S.

— To "Portia": The word *shoddy* comes from an Anglo-Saxon word *sceadan*, to shed. A more modern form of the original word is *shodden*, a participial form. The latter form was first applied to the waste broken fibers of wool that were *shed* from the cloth while undergoing manufacture. Subsequently it was applied to the shedded wool of old fabrics which was respun into cloth, and then to the cloth itself. Finally, like many another crisp and expressive word, it took to itself a metaphorical meaning and was used of anything that purported to be better than it really was,—sham cloth, or sham men and women. J. W. R.

FIFTY QUESTIONS ON THE HISTORY OF EDUCATION.

BY WALTER LOWRIE HERVEY.

1. Give five or more reasons for studying this subject.
2. What does the history of education include?
3. Point out how the philosophy of life among different nations has decided the character of the education given by them.
4. What is the relation between the development of civilization and that of educational practice?
5. What have been some of the effects upon education of geographical conditions? of social conditions? of political character?
6. What common characteristics have the educational systems of the ancient Oriental nations?
7. Compare Greek and Roman education, bringing out the salient characteristics of each.
8. Was Greek education disciplinary? Was it universal? Did it cultivate the emotions? the reason? the will?
9. When did the idea that education is the duty of the state first appear? Trace its development.
10. What is meant by the Socratic method of teaching? What are its advantages? Its disadvantages?
11. State what doctrines in Plato's theory of education have been generally adopted, but which it took years to work out.
12. State in a general way what Christianity has done for education?
13. How do you account for the slow progress of education during the first centuries of the Christian era?
14. What characteristics of the Middle Ages had the most important bearing on education?
15. How does a modern university, such as Oxford or Berlin, differ from the early universities?
16. What was the influence of the Renaissance on education?
17. Distinguish carefully between humanism, realism, and naturalism.
18. What permanent influences have come to us from humanism?
19. In what respects was Erasmus' theory of education exactly opposite to that of Comenius?
20. What was the influence of the Reformation on education?
21. Why is a religious awakening always attended by development in literature and education?
22. Compare the educational theory and practice of the Jesuits and Jansenists.
23. Show the influence of the Baconian Philosophy on education.
24. Give the leading characteristics of the reforms in education which began in the 17th century.
25. Who were the early advocates of these ideas?
26. What explanation can you offer as to why an acceptance of the ideas put forth by the educational reformers was so long delayed?
27. What educational changes grew out of the Pietistic movement?
28. Where and when was the idea of free, common education first proposed?
29. Who first recommended compulsory education? Trace the growth of the idea.
30. Show the influence of the modern philosophical systems on education.
31. Trace the relations of the church and state to education.
32. By whom were the following principles enunciated, and what writers helped to emphsize them? "Things before Words or with Words;" "From the Known to the Unknown;" "From the Concrete to the Abstract."
33. Characterize briefly the educational systems of Comenius Francke, Pestalozzi, and Frœbel.
34. What has been the influence of the Kindergarten on educational practice?
35. Trace the steps leading up to the importance now attached to child study.
36. Show the origin and trace the development of the attempts to establish educational theory and practice on correct psychological principles.
37. What has been the influence of Rousseau on educational thought and practice?
38. In what ways does sense-training appear as important in the History of Education?
39. Trace the origin and development of Manual Training.
40. Outline the development of the American Public School System.
41. Trace the origin and development of the idea that there should be a professional training for teache
42. Outline the history of the education of women.
43. State briefly the leading characteristics of education in the period from the 1st to the 16th centuries, and in each of the subsequent centuries.
44. Describe in brief the educational systems of England, Prussia, France, and Italy.
45. Give an estimate of the condition and worth of public education at the present time.
46. Name ten classic works in the History of Education, and outline their arguments.
47. Give a critical estimate of the works of Spencer and Bain on Education.
48. Mention some educational aims and ideals which have shaped educational practice.
49. Show the relation between the Science of Education and the History of Education.
50. What important lessons are to be derived from the study of the History of Education?

—*Educational Leaflet of College for Training of Teachers, New York City.*

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A. E. WINSHIP, Editor.
W. E. SHELDON, Manager of Advertising Dept.

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BOSTON & CHICAGO, JUNE 12, 1890.

THE flag now floats over the White House daily.

MORE than one third of the entire revenue of Alabama is used for school purposes.

IN the average high school about thirty per cent. of those who enter complete the course; in the manual training schools, about fifty per cent.

SIR THOMAS MORE, in his Utopia, makes industrial education one of the chief characteristics of his model state. All children, of whatever parentage, were to be taught some craft, as "masonrie or smith's craft, or the carpenter's science."

DR. FITCH shows conclusively that Dr. E. E. Hale seriously misinterpreted the facts and statistics from which he drew the following unwarrantable conclusion: "There are twenty times as many readers in America in the same population as there are in England."

PRESIDENT JAMES A. CANFIELD has not found life wholly luxurious in arranging for the meeting at St. Paul. The local authorities have made things lively for him because Bishop Ireland did not have a place on the program. His explanation seems entirely satisfactory, but it does not satisfy St. Paul. Misfortunes by the wholesale have attended his administration, in spite of his spirit and experience.

A HOME for women teachers was opened last fall at Dresden, Germany, in a building of its own. Teachers of any nation can stay temporarily for 40 to 50 cents a day, and enjoy the benefit of a local teachers' association. Retired German teachers can live here with one room for $150 a year, or with two rooms for $175. Such homes are not uncommon in Europe. A salesgirls' union has also been organized by the woman's club of Berlin. It has a membership of 800 girls, who by the payment of 10 cents a month each, receive medical care, medicine, and help in getting work.

THE COLUMBIA COLLEGE EXPERIMENT.—Columbia has taken front rank as an enterprising university, and her attempts to solve a shorter course problem will be watched with interest. The degree of Bachelor of Arts will require, as before, four years. But the seniors may devote a part of their time to schools of law, mines, political science, and philosophy, so that the shortening process will be made apparent in the special course, the senior year in the college course counting as two years,—one in the college, and one in a special school. This will tend to unify the schools and the college course, which have not been as closely identified as is desirable.

OPINIONS OF HARVARD.—President Eliot's plan for shortening the college course does not meet with favor at the hands of the Yale professors. They think that it would favor the bright students at the expense of the majority; that the loss would be mostly on the studies of the senior course; that parents would not start boys early enough to compensate for this; and that men would enter the professions more poorly equipped than they are now, which is bad enough. At Amherst and at Columbia the judgment is in favor of dropping a year from the university course rather than from the collegiate. Michigan University has had a plan similar to that proposed by President Eliot for ten years. Graduation is determined by the amount of work done rather than by the time consumed, and a few, very few, complete the course in three years. President Angell believes in it when care is taken to prevent cramming. Prof. Ira C. Remsen, acting president of Johns Hopkins University, heartily approves of the proposed three years' course at Harvard.

THE TEXTBOOK NOT SUFFICIENT.—The textbook was never more essential than to-day. There were never such textbooks as now. They were never so well used. But in their virtue is their danger. They are so good, they are so essential, they are used so well, that there is a liability of their taking the place of real reading. In the nature of the case the textbook cannot be read. It may be readable, it may be bound as attractively as a library book, it may be upon a subject which we would like to read, but it cannot be read. It is a textbook and the trail of the student idea is over it all. No school work is well done that does not lead and teach and inspire the child to read the best things, read from a love of reading valuable things, read because of a taste for reading, read at home, read in vacation, read from a love of companionship with a book. It is not easy, but highly important it is vital to the perpetuity of good home life. The worst feature of the home to-day is the lack of genuine interest that husband and wife take in the reading privileges of the home. There will be time for reading in the home. there will be a healthy home influence through reading, when the parents and growing youth find genuine enjoyment in the companionship of books.

SARATOGA.—Saratoga was never so attractive as this season. The hotels are all rejuvenated. Congress Hall is as good as new. The Worden sets an excellent table, as do the American and the Adelphi, while the dollar-a-day houses are as cheerful as ever, and the remarkable thing about the latter is that they set first-class tables, so that teachers can live well at a low rate. Congress Park was never so beautiful; the streets are in fine condition; the trees are in perfect leaf; while the springs, the source of all joy at Saratoga, are as clear as crystal, as sparkling as diamonds, as bubbling as the fountain, as appetizing as they are tonic.

It is the purpose of the authorities to make the meetings of the American Institute of Instruction and the New York Teachers' Association more enjoyable than ever before, so far as the surroundings are concerned. There is a Board of Trade that means business, and it may be safely affirmed that no spot on the continent will be more attractive than Saratoga in July.

The officers of these meetings are preparing good programs, and the sessions will be as good as the place is fascinating. It is a happy thought that masses these meetings here at this time, and they can but draw multitudes of teachers and their friends.

VANDALISM AT HARVARD.—It is to the honor of Harvard that there is genuine indignation over the vandalism that painted the college buildings, and even the statue of John Harvard crimson, in honor (?) of the athletic victories over Yale. The undergraduates acted promptly and enthusiastically. There is a feeling in the community that the faculty is not alive to the gravity of the situation, but there is the best of reason to think they have acted effectively, though quietly; that the vandals are known; that there is sufficient proof to convict them, and that though they be seniors they will meet with some punishment, though it can hardly be expected to equal the emergency.

The resolutions of the undergraduates are as follows:

We the students of Harvard University, assembled in mass meeting, do now adopt the following resolutions:

Resolved, That we express the unanimous sentiments of the undergraduates in saying that we view the wanton defacing of Harvard's walls and monuments with the most hearty indignation; that we resent the imputation that a deed so barbarous and un-Harvard-like could have been done by our sanction, or with our knowledge; that we declare it to be the work of one or two men at most.

Resolved, That as the stigma of this vandalism will attach to us as a body, we therefore make all the reparation in our power by tendering to the college money, to be raised by public subscription, sufficient to repair as far as possible the damage caused by it, and by expressing our deep regret at its occurrence, and,

Resolved, That a copy of these resolutions be submitted to the faculty of Harvard University, and that the public press be requested to give the same publicity to our repudiation of this outrage that they gave to the dissemination of its details.

PRINCIPLES OF A COURSE OF STUDY.

[The meeting of the New England Superintendents' Association, held in Boston last Friday, H. S. Tarbell of Providence, presiding, devoted the day to the discussion and adoption of a report upon "General Principles to be Observed in Making a Course of Study," as prepared by Thomas M. Balliet of Springfield, C. E. Meleney of Somerville, and G. I. Aldrich of Quincy. Its importance warrants the publication of the essential features of the report.]

1. *Education is a Process of Development.* This development is a resultant of the interaction of two forces, viz., of the mind's native powers, and of its environments. The term "mind" is used in this connection in a sense to include the entire psychic part of our nature.

2. Education, therefore, begins at the cradle and continues to the grave. By far the greater part of it is gained out of school and after school-days are over. The school can do only a small part of the work of education. The school is an artificial environment, created for the purpose of preparing the mind to be afterwards educated by the environments of life. It must, therefore, accomplish two things: First, it must develop power of observation, power of thought, power of feeling, force of will and general force of character, in order that the favorable elements in the environments may exercise the greatest possible influence upon it and the adverse elements may not crush it; and, second, it must interpret to the mind the meaning of the chief elements in its environments so that they may constantly appeal to its intelligence, provoking thought and inquiry, and thus become a permanent educational force.

3. In selecting the studies to be taught in school, or in constructing a course of study, regard must be had to these two chief aims: (1) The course of study must include the studies and means of training which develop the greatest amount of mental and moral power, and (2) those which throw the greatest amount of light on the environments of life.

4. The environments which exercise the greatest influence on thought and character, and to which the course of study must have special regard, in order that the education of the school may be continued by these environments in after life, may be grouped under the following general heads:

(a) *The Physical Environments.* These include the mineral, vegetable, and animal kingdoms; the physical features of land and water; the physical heavens, and the forces that underlie the phenomena of nature in general. These must be interpreted to the child by the school, else they will remain a mere enigma to him all through life and fail of exerting their educating influences upon his mind and character.

(b) *The Social, Intellectual, and Moral Environments.* It takes men to civilize men. Hence the school must clearly interpret to the mind this element in the en-

vironments of its future life. As the social life of the present is the product of the social life of the past, history must be taught as the key to our social environments. Psychology, Anthropology, Ethics, Social Science, Language, etc., must all find a place in the curriculum of either the primary, the secondary, the high school, or the college, dealing as they do with man as an individual and as a social being.

(c) *Government.* The government of a people is at once both cause and effect, as far as national character is concerned. The school must interpret to the pupil this element in his future environments. It must, therefore, give him a knowledge of the machinery of the government under which he lives, give him instruction in the common duties of citizenship, develop in him patriotism and a sense of loyalty to his country, and, above all, train him into habits of order and obedience to authority. In this respect the discipline of the school is of more significance than its instruction.

(d) *The Environments of Business and Trade.* The school ought to interpret to him this feature in his future daily environments, both in order that it may be to him a constant educator, and that he may intelligently do his part of the work in this commercial service to mankind.

(e) *The Industrial Environments.* The child is surrounded all his life by the various productive industries on which his physical existence and comfort depend. These industries all involve largely, if not mainly, manual labor.

(f) *The Æsthetic Environments.* The child's mind is surrounded by the truths of nature; and, as already seen, it is the function of the school to open his eyes and his mind to these truths, in order that they may arouse thought and investigation and thus become a permanent educational power over him all his life. Aesthetic training must not be mechanically added to scientific training; but, in as far as possible, all the work of the school must be given a bent in the direction of the beautiful. The beautiful in art, historically, grew out of the useful. So in school the beautiful must be an outgrowth of the useful at all points; and all forms of expression by making, modeling, drawing, language, and tone, must aim to reach their artistic stages. Truth and beauty, as already stated, are but two modes, or manifestations of the same thing. It is the function of science to interpret the truths of nature; of art to interpret the beauty of nature. Now, in order that the mind may be brought into complete sympathy with its environments, it must not only be able to interpret them scientifically, in the way of logical thought; but also æsthetically, through the imagination. Art is as necessary and as legitimate a part of the higher life of the race as science.

5. As the course of study must have regard to the future environments of the child, in order that the education begun in the school may be continued by these environments through life, it follows that such a course of study must change from age to age, as these environments change.

6. The course of study must also, besides having regard to the environments, distinguish between two radically different kinds of studies, — studies which, on the one hand, furnish material of thought; and studies, on the other, which furnish merely the symbols of thought. Among the former would be classed the natural sciences, arithmetic, form and geometry, history, etc.; the latter would include all studies dealing with language as a means of expression. These two classes of studies differ in their character and in the methods to be employed in teaching them. The material of thought requires the development of corresponding concepts and ideas, which is a slow and laborious process. The association of symbol with thought is best accomplished when the thought is being developed; hence, the language studies, which deal only with the symbols of thought, like reading, writing, spelling, talking, and written composition, should be taught not as so many separate branches, as they have been in the past, but in connection with the thought studies *and as a means of teaching these.* In this way these (language) studies would be taught in the most effective manner, and time now needlessly spent on separate lessons in spelling, reading, writing, and language, could be devoted to the more thorough teaching of the thought studies.

7. Other modes of expression,—such as manual work in wood, iron, etc., modeling in clay, painting and drawing, — should be taught partly (as is more particularly true of the last three) in connection with the thought studies, especially with form and natural science; and partly (as is more particularly true of the first) as means of developing the creative and executive powers.

8. The course of study must also have regard to the grading of the work to be done, or, rather, to the order in which the various subjects and the different parts of each subject are to be presented to the mind.

9. A course of study must have regard, also, to the coördination of the different studies, in order that what the child acquires in one line of work may blend properly with what he acquires in another; and, also, in order that he may recognize identical truths as such, when presented as different forms, in the various studies, and may see related truths in their proper relations. The study of form and geometry should be coördinated with mathematical geography and with science, and science should be properly related to geography and the various other thought studies of the curriculum.

10. The course of study, in the judgment of your committee, ought to have supreme regard in its construction to proper methods of teaching, but should not prescribe such methods. It should only prescribe what is to be taught, and, in a general way, the order in which it is to be presented. In this way methods of teaching can be constantly varied by the teacher, unhampered by any prescriptions in the course of study formally adopted by the committee, and therefore, obligatory, in a sense.

The term "method" is here used in its popular rather than in its strictly technical sense.

11. The course of study must, in its construction, have due regard to the individuality of the child. It can do this, however, only in a negative way,—*i. e.*, by not ignoring it, by not making arbitrarily rigid demands. It must be sufficiently pliable to enable teacher and pupil to work with freedom, and must aim at securing unity and not uniformity of work in the schools.

EDITORIAL MENTION.

At Pacific Grove, Cal., there is to be a summer school of methods for teachers and kindergartners, from July 16 to Aug. 6.

School teachers in Brooklyn can now lose fifteen days a year through sickness without having anything deducted from their salaries.

The Massachusetts Institute of Technology is twenty-five years old. It had twenty-seven students the first year; there are now 900, and 102 graduated last week.

The Perkins Institution for the Blind, Boston, had one of the most popular commencement days of the season. It was a genuine exhibition of the work of the blind pupils.

Supt. Thomas Emerson of Newton was re-elected last week. This is refreshing in these days of too many retirements. He is one of the most business like of the skilled superintendents.

The Glens Falls and National Summer School opens July 29, instead of 19, as previously stated. The managers have obtained reduced rates for students on most of the railroads.

A recent number of *The Young Crusader* contains a capital school exercise, "Flags of Freedom," which will be sent gratis to any teacher applying for the same to Miss Alice M. Guernsey, 161 Lasalle street, Chicago. It is worth getting and holding till next term, if too late for this season.

For sixteen years Boston has been the headquarters of the Society to Encourage Studies at Home, of which Anna E. Ticknor, 41 Marlboro' street, is the secretary. The membership is restricted to women. The lowest age for membership is seventeen, and the dues $3.00 a year. There is a lending library of 2,500 volumes that are sent by mail when desired. There were forty-five members the first year, now there are nearly 500, and in the sixteen years there have been some 5,000 home students.

The Committee on Education of the Massachusetts Legislature, Dr. B. Campbell of Boston, chairman, and W. E. Parkhurst of Clinton, clerk, held thirty-five meetings, of which Joshua H. Davis, ex-superintendent of schools, Somerville, and W. E. Parkhurst did not miss one. They reported 22 bills, of which 15 were adopted, 2 recommitted, 2 referred to the next General Court, and only 3 lost, namely those relating to Physiology and Hygiene, Superintendent's Tenure of Office, and Miss Simonds' Annuity. These were all radical measures, and their passage improbable on general principles. Upon 16 measures they reported inexpedient.

Mrs. Francis W. Fiske's address at the North Bennet Industrial School, Boston, as reported in the daily papers has called forth much criticism. She desires to be set right before the educational world, hence this note:

"I am reported as having said that the public schools developed dishonesty and unscrupulousness. This, like all partial and inadequate reports, is likely to give a very false impression of the meaning of a speaker. I prefaced my remarks with a cordial tribute to the value of the work of the public schools and to the personal influence of many of the teachers employed therein. No allusion, however, is made to this in the newspaper report. In urging the importance of manual training, as a factor in education, I tried to point out certain defects in any system of education, whether public or private, the tendency of which is to lessen the respect for manual training or skill, and which, *just so far as it does this*, is demoralizing and injurious to the citizenship of a country. That the prevailing systems of education in the past have not been free from this danger, —in spite of many priceless advantages, and that manual training, when given in the scientific spirit, with an appreciation of its moral and intellectual value, will help to cure this evil, is the belief of many thoughtful, practical teachers."

FRIVOLITIES.

BY LAPHSON SMILES.

ADVICE.

Whatever the situation
You may happen to be in,
Do not wed a girl for money,
For the sake of paltry tin;

But whene'er you meet the maiden,
You need not feel above her;
Do not wed her for her money,
But *try your best* to love her.

AMBIGUOUS.

Laphson—"There goes Smith; he's the homeliest man in the state."

Smiles—"Sh! you forget yourself."

NO DIFFERENCE.

Clerk—"Shall we advertise these goods 'Children supplied with outfits,' or 'Infants supplied with outfits'?"

Proprietor—"It makes no difference; advertise them without fits in either case."

NEED OF THE FIRE DEPARTMENT.

An old lady was troubled by the presence of a tramp in her yard, but with the assistance of a policeman induced him to vacate the premises. Twenty minutes later, however, he returned, and she promptly rang in a fire alarm, explaining to the firemen that she had had the tramp *fired* once, and now wished to have him *put out*.

TAKING THE CENSUS.

Enumerator—How many children have you?

Lady—Two.

En.—What is the age of the oldest?

Lady—I have no oldest.

En.—Well, of the youngest, then?

Lady—I have no youngest.

En.—What then, are they twins?

Lady—No.

En.—I ask these questions officially, and must have a correct answer.

Lady—Before I was married I was a school teacher, and I taught pupils that the superlative degree should not be used in comparing two things. I practice what I taught. My older child is ten, and my younger one eight.

En.—Thank you. Good morning.

THIS AND THAT.

— June is with us, with her roses
Fresh and sweet.
Daisy blossoms shyly cluster
At our feet.

— Louise Michel is pronounced insane by physicians.

— George Makepeace Towle is now the foreign editor of the Boston *Traveller*.

— Leslie Stephens, editor of the *Cornhill Magazine*, is about to pay America a visit.

— Louise Chandler Moulton is in Rome, engaged on a new story to be brought out here next winter.

— Subscriptions for a national monument to Prince Bismarck in Berlin are assuming large proportions.

— Mrs. Margaret Deland, author of *John Ward, Preacher*, has recently sailed for Europe for two months' rest.

— A writer in *Harpers' Monthly* for June speaks of Birmingham, England, as the best governed city in the world.

— During Patti's last trip she received several offers from publishers to write an article of any length at her own price, but she declined all.

— Miss Harriet Hosmer will present to the Art Institute of Chicago her cast of the clasped hands of Mr. and Mrs. Browning, with their autographs.

— A museum to contain a collection of idols and other objects formed to illustrate the different religions of the world is in course of arrangement in Paris.

— Amos A. Parker of Fitzwilliam, N. H., is the oldest college graduate living. He is ninety-nine years old, a graduate of the University of Vermont, class of 1815.

— Chauncey M. Depew, in a recent address, described Columbus as "standing deservedly at the head of that most useful band of men,—the heroic cranks in history." "The persistent enthusiasts whom one generation despises as a lunatic with one idea," added Mr. Depew, "succeeding ones often worship as a benefactor. The ragged navigator at the gate of the palace of Castile and Aragon outranks in fame and beneficent endeavor all the kings and statesmen and soldiers, not only of his own period, but also of those which have come after."

OUR BOOK TABLE.

[Owing to the present variety in the size and form of printing paper, the old designations of books, as 4to, 8vo, 12mo, etc., give little indication of size; we shall, therefore, hereafter, give the measures of books in inches, the number first given being the length.]

THE ORIGIN OF THE ARYANS. An account of the Prehistoric Ethnology and Civilization in Europe. By Isaac Taylor, Litt.D., LL.D. In the "Contemporary Science Series." New York: Scribner & Welford. 332 pp. Price, $1.25.

Another idol has gone. The fascinating theory of the Aryan race originating in a pet spot in Asia and traveling with the sun into Europe, where it divided and sub-divided, is now among the things of the past. Demoralization will follow in many minds. This was one of the prettiest bits of philosophy we ever studied. Comparative philology became an ideal science because of the way in which it traced the similarities of languages widely different in appearance, and made a chain, or rather a tree, with branches bending gracefully over the countries of Europe. All this is a thing of the past. There is no Aryan race, and there was never any ground for suspecting that there was; but if there had been, it would not have had its origin in Asia, but in Europe, and it would have made its way in the face of the sun rather than in its path. Western Europe claims to have been the habitation of men for ages before Asia enjoyed the luxury. Not only so, but comparative philology, with all its charms and fascinating ways and means of solving problems is of no account. It is a fine-spun theory that does very well as a plaything in the leisure hours of a dreamer, but is of no service when problems are grappled with in dead earnestness. Sir William Jones is idolized no longer; Bopp is apologized for; and Prof. Max Muller, whose imagination lent a halo to his brilliant announciation of linguistic principles was merely chasing a rainbow. The worst feature of all this demolition of time-honored theories is the sense of insecurity it gives us all the time in regard to the things we thought we knew. Ten years ago a man felt secure in soaring on the wings of rhetoric when he wished to use the Aryan race as an illustration; but to-day, the man who should do so would awake from his dream of glory with the nightmare of humiliation, as did Dr. Hale after publishing in 1888, in the *Popular Science Monthly*, his paper read before the American Association for the Advancement of Science.

The volume is as entertaining as it is surprising, and should be read before one teaches or writes of European peoples or languages. It throws light upon many phases of other questions than the one directly in hand.

JAVA, THE PEARL OF THE EAST. By S. J. Higginson. Boston: Houghton & Mifflin. 204 pp. Price, $1.

The story of Java, No. 7 of the publishers' "Riverside Library for Young People," and bound uniformly with the series, gives in as concise and complete a manner as possible the information gathered by a real traveler concerning its people, its wealth, its resources, and condition. Notwithstanding the occasion for close condensation, our author has outlined fairly and intelligently the history of the island, a pearl of price in the Dutch colonial crown.

One of the favorite routes described would convey a young American across the Pacific Ocean by steamer to Japan, China, Singapore, thence across the Java Sea to Batavia, the capital city of his destination, half way around the globe. As his ship entered this far foreign port, strange sights would meet his eyes. "Tall palms, with bare brown trunks, waving feathery tops over the edge of the shining sea; volcanoes looming inland; brown-haired cocoanuts, that might be mistaken for human heads, bobbing up and down on the undulating water; rocks and stones swimming airily as empty casks,—pumice from the mass thrown out of the late belching crater of Krakatoa. . . . . A long train of watery fire boils and bubbles in our wake; while the moon, seemingly multiplied a hundredfold in size and brilliancy, sails in a sky of deepest sapphire, and with the stars, also fabulously resplendent, bestows a light so lucid and luminous that we test it by reading with ease a page of medium print. Huge turtles float like cheese-boxes on the shining surface of the water; serpents many yards in length swim with heads erect; silvery fish spring out of the depths to skim over the glassy wave, then sink again; and night birds suddenly swoop down upon us, and, circling round our decks, sail away toward the black shores with an unfamiliar cry."

Here is a romantic view, to be had in descending the central mountains toward the island's northern coast: "Waving forests, cloud-capped mountains, rushing streams, silvery cataracts, sparkling pools, and shady groves, alternate with teeming plantations of rice, coffee, tea, cinchona, cocoanut, banana, orange, lime, and pine-apple, which are presided over by the sovereign planter, who lives like a prince in a palace-like bungalow. . . . . With what wonder, delight, and admiration the traveler from hardier climes regards this palpitating, voluptuous beauty!"

A map of the island is given, adding to the value of a book so pleasing and instructive that it would be a pity to have it wanting in any boy's library.

THE WORLD'S GREATEST CONFLICT. Review of France and America, 1788 to 1800, and History of America and Europe, 1800 to 1804. By Henry Boynton. Boston: D. Lothrop Company. 325 pp., 7½ x 5½. Price, $1.25.

The conflict which points the title is the struggle for and against good government. Parallel history affords a ready method of comparison between the American and the European nation. In the case of the former the Revolution was in defence of rights; in the latter the object was the obtaining of rights. Our system was a new mechanism, invented for the occasion and to meet an express demand. Republics had existed long before, but only as steam and machinery existed previous to Watt and his application. It was American statesmanship which made the design operative,—which converted into an active force a thing that before had a name to live and was dead

All this so highly honorable to America and her sons of liberty, so stimulating to our patriotism if our hearts are right, and to our pride if our hearts are wrong, serves strikingly for purposes of contrast by throwing into darkest coloring and utmost contempt the counterfeit presentments of republics and their founders and rulers beyond the sea. Here our historian is unsparing in criticism and condemnation, and his delineation of characters like Louis XVI. and Marie Antoinette is in a spirit to place him with the most virulent of French partisans. Even in a sleepy atmosphere, the reader will be kept on his nerve by the dash and running fire of Mr. Boynton's *Conflict*.

In Bonaparte, as the world well knows, this waxed hotter than before; and although she had a precedent which Americans lacked, France failed to throw off the shackles of monarchical government save in idea. Personal ambition ruled, and he who might have been the head of a great and grateful republic, was humbled to the dust; while Washington, in refusing a crown and thus securing the national freedom, made himself incomparably illustrious. Other nations and leading men are reviewed somewhat incidentally. Thus the conflict between the good and evil in human nature, as exhibited in governmental policy, is set forth in vivid colors by way of example and warning.

THE CAPTAIN OF THE JANIZARIES. By James M. Ludlow, D.D., Litt.D. New York: Harper & Brothers. 404 pp., 7 x 5.

A fascinating interest attaches to the times and characters which the author has made so successful an effort to depict. Little as the world talks of him now, George Castriot, or Scanderbeg, as the Turks named him, had a career in the history of the Eastern Mediterranean as romantic as it was significant. Gibbon refers to him as "the man who with unequal arms resisted twenty-three years the powers of the Ottoman Empire." Creasy, in his history of the Turks, devotes a limited space to one who "possessed strength and activity such as rarely fall to the lot of man . . . . humbled the pride of Amurath and baffled the skill and power of his successor Mahomet." Yet the monk Marinus Barletius chronicles the deeds of Castriot in thirteen volumes, corresponding to the number of years covered by this story.

The Captain of the Janizaries, though in the form of a romance, is founded on facts of history, and that very substantially. Its details would appear to be drawn from contemporary records, after a scholar's comparison of these with the later Byzantine annals, and the added advantage of the author's observations of scenes and customs as a traveler in the East. The hero who had withstood the whole power of the Ottoman Empire, directed against him by the most skillful generals of the age, even Sultan Mahomet leading an army in person,—he whose lands were ravaged, but whose courage could not be wearied nor his genius baffled, died a natural death in 1467, and was buried in the old church at Lyssa. Years afterward the bones of the redoubtable Albanian chief, exhumed and reduced to fragments, were set in silver and gold and worn as amulets, or touched by those who would become invincible. This book, in a new edition, will stand for scenic effects in the drama of the Ottoman expulsion from Europe, "on which," remarks our author, "the curtain is now rising."

BASE BALL: *How to Become a Player*. By James Montgomery Ward. Illustrated. Philadelphia: The Penn Publishing Company. 158 pp., 6½ x 4¼. Price, in cloth, 50 cents; paper, 25 cents.

This handbook containing the history of the national game, with its origin and explanation, is by one of its foremost professionals, who is also a popular contributor to the periodicals of the day. Mr. Ward knows base ball, and knows how to make known what he knows. The points are so well detailed that the uninitiated reader is at once put in possession of a knowledge of the game. While the intense interest in it dates back barely fifteen years, its history shows it to have been a recreation at about the beginning of the century. Allied games in England are of much older record. Miss Austen, in *Northanger Abbey*, written about 1798, refers to a game of base ball as played by the young daughters of "Mrs. Morland." Clearly their pastime could have had but little in common with the base ball which tests the intrepidity of our young men of the period. There is other evidence by English writers going to prove Mr. Ward's correctness in claiming that the popular game is distinctively American. "Base ball," he says, "I believe to be a fruit of the inventive genius of the American boy. Like our system of government it is an American evolution."

The enthusiasm which draws crowds of men and women to witness the contests between college clubs, and others, will keep up a demand for this manual of How to become a player, whose title might have been extended into How to become an interested looker-on.

THE CENTURY. *Bound Volume* 39. New series. Volume 17. Nov. 1889 to April 1890. Price, $3.00 to $4.00, according to binding.

This superb volume contains 960 pages and 440 illustrations, of which twenty-eight are full-page pictures, including frontispiece portraits of Emerson, Duke of Wellington, Prof. James Bryce, M.P., Edwin Forrest, Joseph Jefferson, etc.

The notable features of this volume are the autobiography of Joseph Jefferson, two papers by George Kennan on Siberia, the History of Abraham Lincoln by John G. Nicolay and John Hay, open letters on Lincoln, three papers on the Congo, three papers on art, copiously illustrated; special papers on the problems of modern society, the family, labor reform, nature and method of revelation, the merit system *vs.* the patronage system, a municipal study, etc.; fiction by Amelia E. Barr, Frank Stockton, Viola Roseboro, Mark Twain, Ernest H. Crosby, Mary A. Owen, Matt Crim, John Heard, Jr., A. A. Hayes, H. S. Edwards, and Elizabeth Robins Pennell, all of which are artistically illustrated by eminent artists. The department of "Topics of the Times" is full of important articles, on copyright reform, prohibition, civil service reform, etc. The memoranda of the Civil War is of great historical value. The open letters, and bric-a-brac departments are of great interest. This volume is one of great value for household reading, and is most attractively bound in three styles.

NO. V. of the new edition of *Chambers' Encyclopædia* extends this elegant dictionary of universal knowledge from Friday to Humanitarians. Eight articles, copyrighted by the J. B. Lippincott Co., are entitled as follows: George Henry, Georgia, Ulysses S. Grant, Benjamin Harrison, Bret Harte, Harvard University, Nathaniel Hawthorne, and Oliver Wendell Holmes. Finely executed maps adorn the volume which contains a list of its more highly important articles, where all may be justly regarded as interesting and valuable. 828 pp., 11 x 7⅛. Price, $3.00. Wm. and Robert Chambers, London and Edinburgh; Lippincott Company, Philadelphia.

PRO BONO PUBLICO might be stamped upon a volume of 334 pages, *How to Preserve Health*, of which Louis Barkan, M.D., Brooklyn, N. Y., is the author. His hygienic views are intelligent, and not those of an extremist. His utterances are convincing, and he addresses himself to the popular mind on a great variety of pertinent topics, among which will be found some that are especially seasonable, if one would make the most of recreation days. An available handbook of sanitary and sickroom instruction and assistance, based upon the latest developments in medical knowledge. Supplied by the American News Company. Price in cloth, retail, $1.00.

OLD TESTAMENT STORIES IN SCRIPTURE LANGUAGE is the title of No. 46 of the Riverside Literature Series. These selections are provided for classroom use, and will give unqualified satisfaction. The method pursued leads from the dispersion at Babel to the conquest of Canaan, and a wise regard has been had to the integrity of the stories by omitting genealogies and all passages that interrupt the narration in hand. Another good point in adaptation is the change in arrangement from the chapter and verse of the Bible to what is customary in literature as to special chapters and paragraphs. In America the functions of home and school have become closely connected; the use of these instructive and inspiring tales may very properly be regarded as a part of educational work. Houghton, Mifflin, & Co., Boston. Quarterly issue, 30 cents; yearly subscription (4 numbers), 50 cents.

FROM THE COLLEGES.

NOTES.

The Indiana University at Bloomington has received from the state $1,204,000.

Amherst College will have an address at her commencement season by Rev. Michael Burnham of Springfield, Mass.

The Louisiana State Agricultural and Mechanical College, Baton Rouge, La., realized $196,200 from the sale of state bonds.

Harvard has abandoned the custom which has prevailed for over 200 years of printing the quinquennial catalogue in Latin. In the next issue the names of her sons will appear in generally recognizable form, and not in their Latin dress.

It is with sincere regret that the friends of

BOWDOIN COLLEGE

learn that Prof. Charles H. Smith will probably accept his election to the chair of American history at Yale. Professor Smith has taught at Bowdoin for seventeen years with remarkable success, and it is doubtful if any institution save Yale, which is his alma mater, could have taken him from a field of labor in which he has accomplished so much and in which he is heartily loved and honored.

It is said that the principal reason for the appointment of Mr. Frank Brewster instructor of the

HARVARD UNIVERSITY

Law School, is to afford a course of instruction to students intending to practise law in Massachusetts. Hitherto the law school at Cambridge has attempted to teach only those general rules of law prevailing in all states and countries which have adopted the English common law, but these have been greatly modified in the different states of the Union, local customs and conditions having tended to distinctive development. A member of the Harvard Law School Association will furnish funds sufficient to maintain the lectures for a term of five years, with the prospect of eventually establishing a professorship in Massachusetts law. Ex-Judge Jeremiah Smith of New Hampshire, who has recently been appointed to a full professorship, will give a course of lectures upon torts. The course on criminal law will also be increased, and a course will be given on the law of damages. An assistant professor, Samuel Williston, has been appointed, and Joseph H. Beal, Jr., has been selected an additional instructor. The school now has a membership of 254,—the largest number in its history.

The junior class of

WILLIAMS COLLEGE

has at last elected a committee to direct the promenade they will give at commencement in place of that usually given by the senior class. The affair will be held in Goodrich Hall, Tuesday evening, July 1. President Carter has expressed himself as pleased with the action the class has taken, but said that the precedent of having the junior class carry on this part of the commencement exercises ought not to be established. Receptions will be given at the Delta Psi and Alpha Delta Phi houses, Monday evening, June 30, and it is probable that the Kappa Alpha fraternity will entertain Saturday evening, the 28th. The work on the Hopkins Memorial, the most elegant of all the buildings, is almost completed. The junior class supper this year will probably be omitted, on account of the absence of class feeling among its members.

President Adams of

CORNELL UNIVERSITY

says, in relation to the adverse decision in the McGraw Fisk case, "The decision, of course, does not take us altogether by surprise, but it is a great blow to the university. It does not cripple us, for the reason that we have not been using any of the money. The injury to the university is in the fact that it will now be impossible to do many desirable things that, with the help of this bequest, we could have done. All the income of the university is annually used for current expenses. It is impossible to add new buildings without encroaching either upon our principal or upon other appropriations greatly needed for the various departments. Unless some friend of the university now comes to the rescue, I do not see where these buildings, so greatly needed, are to come from.

The total number of degrees conferred by

DARTMOUTH COLLEGE

since its organization are as follows: A.B., 4,872; M.D., 1,672; B.S., 533; C.E., 46, and honorary, 783. Of the recipients 3,904 are living.——The ninety-fourth annual course of lectures in the medical department will commence on July 16.——Portraits in oil of the following named persons have lately been presented to the college: Gen. Samuel Fessenden, LL.D., class of 1806; Hon. Ichabod Bartlett, 1808; Prof. O. P. Hubbard, LL.D., and Rev. Z. S. Barstow, D.D. General Fessenden's was presented by his son, Dr. Charles S. D. Fessenden of Louisville, Ky.; Professor Bartlett's, by his nephew, James W. Bartlett of Dover, N. H.; Dr. Hubbard's, by the class of 1856, and Dr. Barstow's by his son, Dr. J. W. Barstow of Flushing, N. Y.

JOHN HARVARD, JR.

COMMENCEMENT DAYS.

JUNE 10—Claverack, N. Y.

JUNE 11—Columbia, New York City; Princeton, N. J.; Bradford, Bradford, Mass.; Vassar, Poughkeepsie, N. Y.

JUNE 12—Carleton, Northfield, Minn.; City of New York, New York City; Drury, Springfield, Mo.; Knox, Galesburg, Ill.

JUNE 17—Abbot, Andover, Mass.; Phillips, Exeter, N. H.

JUNE 18—Brown, Providence, R. I.; Rochester, Rochester, N. Y.; Tufts, Medford, Mass.; Washburn, Topeka, Kans.; Yankton, Dak.; Northfield, Northfield, Mass.; Smith, Northampton, Mass.; Wells, Aurora, N. Y.

JUNE 19—Cornell, Ithica, N. Y.; Olivet, Olivet, Mich.; Cushing, Ashburnham, Mass.; Wesleyan, Wilbraham, Mass.

JUNE 20—St. Johnsbury, St. Johnsbury, Vt.

JUNE 24—Wellesley, Wellesley, Mass.; Phillips, Andover, Mass.; Williston, Easthampton, Mass.

JUNE 25—Amherst, Amherst, Mass.; Beloit, Beloit, Wis.; Harvard, Cambridge, Mass.; Iowa, Grinnell, Ia.; Lafayette, Easton, Pa.; Ripon, Ripon, Wis.; Syracuse, Syracuse, N. Y.; Tabor, Tabor, O.; Union, Schenectady, N. Y.; Vermont, Burlington, Vt.; Wesleyan, Middletown, Conn.; Yale, New Haven, Conn.; Wheaton, Norton, Mass.

JUNE 26—Bates, Lewiston, Me.; Bowdoin, Brunswick, Me.; Dartmouth, Hanover, N. H.; Doane, Crete, Neb.; Hamilton, Clinton, N. Y.; Michigan, Ann Arbor, Mich.; Worcester Polytechnic, Worcester, Mass.; Mt. Holyoke, South Hadley, Mass.

JULY 1—Thayer, Braintree, Mass.

JULY 2—Colby, Waterville, Me.; Marietta, O.; Middlebury, Middlebury, Vt.; Oberlin, Oberlin, O.; Williams, Williamstown, Mass.

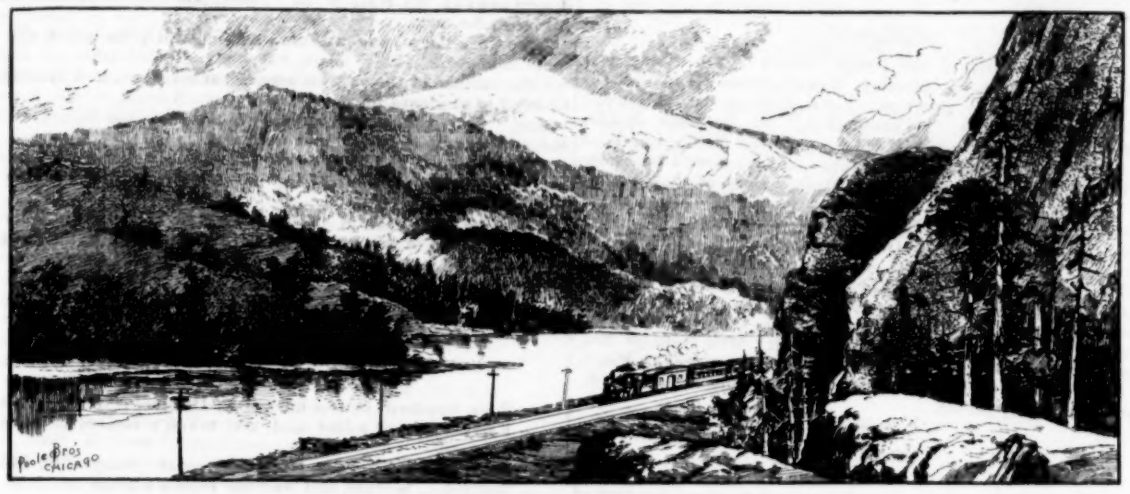
WESTWARD: ST. PAUL TO TACOMA,—ALONG THE WONDERLAND ROUTE.

It will never do to pretend that the radiating spokes of our railroad wheel all point eastward, when so many attractive routes lure us toward the Pacific Coast, and, according to accounts, all are

"rock-ballast, and all steel rails,
With dining-cars for dining-pails,
The shortest way, and the lowest fare,
And the quickest time,—they're all right there;
All claim that *they* go the pleasantest way,
With the scenic points in the open day."

As we wrestle with the conundrum "Which route?" there comes to mind this sapient saying of Bill Nye, "The star of empire never did a better thing than to take its way westward, especially by the Northern Pacific."

Everyone knows how easy it is to follow advice which accords exactly with one's own inclination; and that is my case, in this instance; for months of absence have only brightened the memory-pictures gleaned during repeated journeyings over this line.

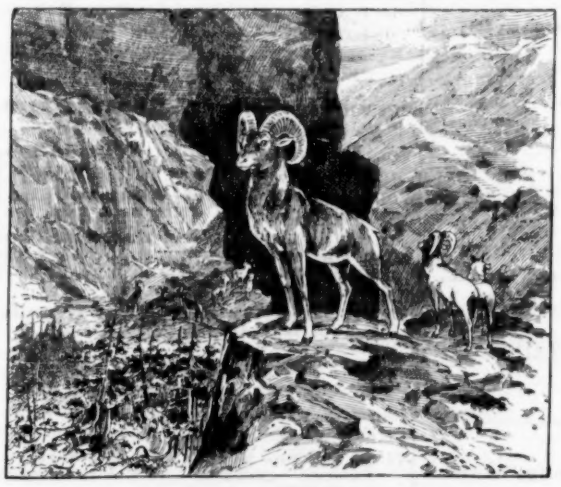


A View on the Yellowstone River.

It is, therefore, with unmixed satisfaction that, starting either from St. Paul or Minneapolis, I realize that we have set our faces toward "Tacoma and all points west, by the Northern Pacific Railroad,"—as the dulcet (?) tones of the train-dispatcher inform all persons within a half-mile radius.

Detroit, one of the most attractive of Minnesota's pleasure resorts, tempts us to leave the train for a short stay. Detroit Lake, about seven miles long and one and a half wide, offers great inducements to anglers, and its beautiful surroundings charm all who are fortunate enough to spend any time in the vicinity. Seven other beautiful lakes lie within the township, accessible by a short drive; the handsome clubhouses of the Detroit Lake and St. Louis Boat Clubs, the fine hotels, and the much-praised mineral springs contribute their attractions.

From the "metropolis of the Lake Park region,"—as Detroit is often called,—we continue our way toward the Red River of the North, look out at the rival cities upon its banks, as we cross it, and thunder through Dakota's peerless wheat region, which, according



A Scene on Ashanola Creek.

to one enthusiastic citizen, "is a peerless but modest land, which never sounds the fishhorn of its own fame." On account of this same modesty, Colonel Donan, the writer of the above, feels called upon to add his testimony concerning the many who "came to Dakota to die of bronchitis and consumption, but lived to become glowing embodiments of soundness and strength, with throats like firemen's trumpets and lungs like blacksmiths' bellows." However wild an exaggeration stories may seem previously, no one can visit the boundless wheat-fields of the bonanza farms, all golden with their abundant harvest, without being impressed with the truth of the oft-repeated statement, "Dakota can raise wheat enough to feed the world, and Minneapolis can convert it all into flour."

Beyond the prairie region we climb the wave-like swells bordering the Missouri River, cross the magnificent bridge spanning its turbid tide, get transient glimpses of Bismarck and Mandon, look out at the towns which are fast dotting the vast area which used to be known as the "Paradise of the Indians," and enter the strange region, to which the term applied in the time of the old French, *voyageurs*, is still applied, although in an abbreviated form. The "bad lands to cross" are now simply, "Bad Lands." The strange forms of the vari-colored mounds, the gigantic petrifactions, the fossil leaves changed to brilliant scarlet by the heat of the ever-burning stratum of lignite underlying the whole, the puffs of smoke issuing from various crooks and crevices, give a weird aspect to the scene.

Beyond Sentinel Butte the ranching country of Montana is entered. At a distance of about 250 miles from Mandan we come in sight of the Yellowstone River, which we follow for the next 300 miles, drinking in the picturesque scenery and looking out upon its clear, sparkling waters, as we trace, in fancy, its course from the Wonderland region which gives it birth. At Livingstone, where we leave this stream, we lose many of our fellow travelers, for this is the point where the branch railroad swings southward 51 miles to the entrance of the "Yellowstone National Park."

Nothing would tempt me to attempt even a hint of the wealth of pleasure in store for the visitor to this vast treasury of indescribable attractions, unless I could devote several papers exclusively to the subject, therefore we follow on toward the Bozeman Tunnel. Here we shoot through the mountain at an elevation of 5,572 feet, and then descend the western slope into the wild Rock Cañon. The broad fertile valley of West Gallatin furnishes an easy pathway for the railway for the next thirty miles, then come the deep gorges, the wild defiles, and the rocky faces of precipitous cliffs seamed and marred by cycles of stormy winters.

Helena, about which centers all the romance of mining; and Butte, justly meriting the title "Greatest Mining City on the American Continent," seem to have such a way of rewarding impecunious individuals with bricks of gold, that I do not know but this passing mention may plunge me into the whirlpool of dangers attributed to affluence. Be that as it may, I'll run the risk for the sake of enjoining it upon all who wish to visit both cities.

Across Idaho we follow the Clark's Fork of the Columbia, lingering as it gathers to itself the Jocko and Flathead rivers, spreads out into lovely Lake Pond d'Oreille, then finds its way on to join the Columbia. Few hotels offer more attractions than the Highland House upon this winding Lake Pend d'Oreille. I can recall the days spent there with a wish that it might be weeks, this summer.

Once in Washington, no tourist needs to be told of the beautiful city which, Phœnix-like, is rising from the ashes of Spokane Falls, and, surely, none will fail to press on through the pathway cut by the tireless Columbia through the Cascades or, northward, where,

"Ever the stars above look down"

upon the peerless mountain, whose snow-crowned summit rises above the magic terminal city Tacoma, whose palatial hotel, "The Tacoma," combines all the luxury of the east with all the picturesque attractions of ocean and mountain.

Emma Shaw.

The practice of ceremonial laying of corner-stones is very old, and was regarded by the Jews as indispensable, the stone being looked upon as an emblem of power. The rite was adopted with symbolic ceremonies in mediæval times by the Free Masons.

The floating gardens, or artificial islands, that furnish a very considerable portion of the vegetable supplies of the city of Mexico, are formed of a species of aquatic weed which grows very abundantly and rapidly in lakes Chalco and Xochimilco. When a mass of this becomes closely tangled together with reeds and grasses, it is spread over with successive layers of turf, covered with soil, and fastened by long green willow poles driven through it into the bottom of the lake. These take root in the lake bed, and also in the soil of the newly formed island, which is thus securely and permanently anchored.

EDUCATIONAL INTELLIGENCE.

ALABAMA.

Among the names proposed for president of the Alabama University, that of Dr. T. J. Mitchell of Birmingham is especially emphasized. Although it is not thought that he would accept the appointment, both the press and profession are loudly clamoring for its offer. There is no man in the South more eminently qualified to raise this institution to its proper plane, and such an appointment would not only meet with hearty approval, but would be a well-merited tribute to his distinguished labors in the cause of Southern education. In this connection his wife is spoken of as one of the most gifted and thoroughly cultivated ladies of her native state,—Ohio,—distinguished as "a strong writer, rare linguist, talented artist, thoroughly trained musician, and skillful composer." It is further remarked that such people are capable of gracing any position within the gift of the state, and it is hoped that this will be both tendered and accepted.

The foundations of the new graded schools in Florence have been laid, and work is rapidly progressing.

Prof. W. K. Brown has resigned the principalship of Birmingham High School, to engage in the practice of law. This is greatly regretted by everybody,—board, teachers, patrons, and pupils.

A Southern teachers' association will be organized at Montgomery, June 26.

The program of the ninth annual session of the Alabama Educational Association, which meets June 24–26, contains some new features. For the first time in the history of the Association it is divided into departments, which meet at 3 p.m.; the General Association meeting in the morning and at night. Four departments have been arranged; viz., Elementary Education, Higher Education, Normal Schools, and Supervision. Exhibits of school work will constitute an attractive feature of the meeting. The organization of a Southern Educational Association immediately after the State Association will bring to the meeting many from other states.

PROGRAM.

Tuesday, 9 *a.m*.—Addresses of Welcome, by Mayor E. A. Graham, and Prin. J. W. Morgan, Jr. of Montgomery. Responses, by Supt. C. A. Newton, Belleville, and Prof. G. R. Hood, Gadsden. Annual Address, by President O. D. Smith, Auburn.

Evening Session, 8 *p. m*.—Unification of Educational Forces, by Dr. E. R. Elbridge, Troy, and Prof. G. F. Mellen, Demopolis. Local Taxation for Schools, by Hon. W. H. Skaggs, Talladega, and Hon. W. I. Bullock, Russelville.

Wednesday, 9 *a. m*.—The Industrial Feature in Education, by Prin. F. M. Roof, Birmingham, and Prof. N. W. Bates, Florence. School Government as a Means of Moral Training, by Mrs. S. F. H. Tarrant, Birmingham, and Prof. S. L. Robertson, Leeds. Science Teaching, by Prof. M. C. Wilson, Florence, Prof E. L. Brown, Greensboro. The Study of English Literature, by Prof. C. C. Thach, Auburn, and Prof. J. L. Dodson, Oxford.

Evening Session, 8 *p. m*.—Address: Geology of Alabama, by Dr. E. A. Smith, Tuscaloosa. Address: Legal Status of the Public Schools, by Hon. Solomon Palmer, Montgomery.

Thursday, 9 *a. m*.—The Study of History in Our Schools and Colleges, by Prof. T. C. McCorvey, Tuscaloosa, and Dr. B. F. Riley, East Lake. The Essentials of a Complete School Education, by President J. M. Bledsoe, Scottsboro, and Prof. E. Y. McMorries, Prattville. The Practical Value of a Liberal Education, by Prof. F. M. Peterson, Greensboro, and Dr. John Massey, Tuskegee.

ELEMENTARY EDUCATION.

Director Prof. J. M. Dewberry, Troy.

Tuesday, 3 *p. m*.—Limits of Elementary Education, by Prof. Geo. R. McNeil, LaFayette. Number Work in Elementary Schools, by Miss M. J. Moore, Troy. School Records and Statistics. General discussion by the Department, opened by Prof. J. L. Ruffin, Jemison, Ala.

Wednesday, 3 *p.m*.—Methods of Primary Language Training, by Miss Elizabeth Hoben, Birmingham. Uses and Abuses of the Examination, by Prof. C. G. Lynch, Moulton. Co-education. General discussion by the Department, opened by Prof. S. A. Ellis, Woodlawn. Progress of Elementary Education in Alabama. General discussion by the Department, opened by Prof. J. A. Liner, Camden.

HIGHER EDUCATION.

Director, Pres. Alonzo Hill, Tuscaloosa.

Tuesday, 3 *p. m*.—Relation of Church and State to Higher Education, by Dr. N. T. Lupton, Auburn. Causes of Mental Impairment in High Schools and Colleges, by Prof. G. W. Macon, East Lake. The Marking System in High Schools and Colleges. General discussion by the Department, opened by Dr. A. S. Andrews, Greensboro.

Wednesday, 3 *p. m*.—The Public High School as a Factor in our State System, by Prof. M. D. Sibert, Birmingham. How to Secure Better Preparation for College. General discussion by the Department, opened by Prof. J. F. Sturdivant, Greensboro. The Injury Resulting from Introducing too many Subjects of Study. General discussion by the Department, opened by Dr. W. L. Broun, Auburn. The College Annex. General discussion by the Department, opened by Dr. B. F. Meek, Tuscaloosa.

NORMAL SCHOOLS.

Director Pres. Jas. K. Powers, State Normal School, Florence.

Tuesday, 3 *p. m*.—A Day in a German Normal School, by Miss Julia Tutwiler, Alabama Normal College for Girls, Livingston. Physical Culture. General discussion by the Department, opened by Miss W. M. Allen, State Normal School, Florence. State Certificates. General discussion by the Department, opened by Pres. E. R. Eldridge, State Normal School, Troy.

Wednesday, 3 *p. m*.—Academic Work in Normal Schools, by Pres. C. B. Gibson, State Normal School, Jacksonville. Uniform Courses of Study in our Normal Schools, by Capt. J. W. A. Wright, Alabama Normal College for Girls, Livingston. Professional Equipment of the Teacher. General discussion by the Department, opened by Prof. C. B. VanWie, State Normal School, Florence. How Shall we Improve our Normal Schools? General discussion by the Department, opened by Prof. D. L. Earnest, State Normal School, Jacksonville.

SUPERVISION.

Director Hon. Solomon Palmer, State Supt. of Education.

Tuesday, 3 *p. m*.—County Supervision, Actual and Ideal, by Supt. A. A. Hurst. Discussion by Supts. M. H. Lane, W. C. Bledsoe, and M. K. Clements. Essentials of City Supervision, by Supt. Carleton Mitchell. Discussion by Supts. H. C. Gilbert, C. L. Floyd, and George L. Guy. Township Organization and Supervision. General discussion by the Department, opened by Supt. A. S. Stockdale.

Wednesday, 3 *p. m*.—Course of Study for Ungraded Schools, by Supt. J. S. Little. Discussion by Supts. J. A. B. Lovett, L. W. Reeves, W. S. Neal. How May the Work of our City and County Schools be Harmonized? by Supt. J. B. Graham. Discussion by Supts. E. R. Dickson, Morgan D. Jones, J. S. Long. Examination of Teachers, by Supt. W. E. Griffin. Discussion by Supts. J. O. Turner, T. C. Smith, W. C. Cousins. How to Render More Effective our County Institutes. General discussion by the Department, opened by Supt. I. W. McAdory.

Officers,—O. D. Smith, *President*; G. W. Macom, *Secretary*; J. B. Graham, *Treasurer*. *Executive Committee*—J. H. Phillips, W. S. Wyman, and C. B. Gibson. *Department Directors*—Elementary Education, J. M. Dewberry, Troy. Higher Education, Alonzo Hill, Tuscaloosa. Normal Schools, James K. Powers, Florence. Supervision, Solomon Palmer, Montgomery. *Committee on Exhibits*—Mrs. S. F. H. Tarrant, Birmingham.

The teachers of the state are mourning the defeat of Hon. Solomon Palmer, the present state superintendent of education, but

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COMPLETE IN ONE VOLUME.

"STUDIES IN PEDAGOGY." By Gen. Thomas J. Morgan, U. S. Commissioner of Indian Affairs, late Principal of the Rhode Island State Normal School. 355 pp. Price, $1.75.

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trust that the nominee, Maj. J. G. Harris, will push on the good work that has been so well begun.

The Peabody Teachers' Institute is now in session at Florence, with a good attendance of teachers.

GEORGIA.

Mr. Carl W. Minor has been appointed principal of Gilesville School, Macon, to succeed Mr. W. P. Carlos, resigned.

The State Teachers' Association held a very successful meeting at Columbus, April 29 to May 2. Altogether it was one of the best gatherings ever held under the auspices of the Association. The following officers were elected for the ensuing year: *President*—W. R. Thigpen of Savannah; *Vice-Presidents*—John W. Glenn of Elberton, Miss Sargeant of Atlanta; *Secretary*—E. B. Smith of LaGrange; *Treasurer*—D. Q. Abbott of Macon. The officers elected in the various departments were as follows: Collegiate—Dr. W. E. Boggs of Athens *President*; Prof. S. C. Caldwell of Rome, *Vice-President*; Prof. J. S. Stewart of Marietta, *Secretary*; Prof. J. S. Stewart of Marietta, *Treasurer*. Superintendence — *President*—Supt. Wm. Harper of Dalton; *Secretary*—Prof. L. B. Robinson of Cartersville. Normal — *President*—Charles Lane of Savannah; *Secretary*—S. P. Orr. Grammar and High—*President*—J. C. Harris of Marietta; *Vice-President*—Mrs. G. H. deJarnette of Atlanta; *Secretary*—F. C. Merry of Madison. Primary and Kindergarten—*President*—M. L. Parker of Macon; *Secretary*—C. W. Kilpatrick of Waldo. The next meeting of the Association will be held May 1, 1891. The place of meeting was not settled; the committee having the matter in charge, reported the names of Brunswick, Marietta, Newnan.

KENTUCKY.

State Editor, E. W. WEAVER, *Newport*.

Cynthiana will have a summer institute.

Dayton had an enthusiastic flag-raising on Memorial Day.

Covington will build one new building and make additions to several old ones.

The annual meeting of the State Teachers' Association will be held June 25, 26, and 27, in the hall of the House of Representatives at Frankfort. The following program has been arranged. There will be other features, however, besides those here shown:

Wednesday Morning.—10.30 o'clock—Invocation, by Hon. J. D. Pickett. Address of Welcome on Behalf of the State, by Gov. S. B. Buckner. Address of Welcome on Behalf of the City, by Mayor Taylor. Address on Behalf of the Teachers of the State, by Miss Leona Jett. Response, by Col. John O. Hodges. Annual Report of Officers.

Wednesday Afternoon.—1.30 o'clock.—How can the Attendance of Public Schools be Increased, and How made Efficient? by C. H. Dietrich, R. L. Garrison, J. B. Secrest. Furniture needed for Public Schools, and How to Secure Same, by Hiram Roberts. E. W. Weaver, S. P. Browder. Why do we Educate? by W. M. Beckner, Walter Hurst, Geo. O. McBroom. 3.30 o'clock.—Visit to Penitentiary.

Thursday Morning.—8 o'clock.—Sections meet. 9.15 o'clock—Local Aid to Public Schools, by George A. Yates, McHenry Rhoads, B. C. Graham. Co-operation of County Press and Educational Journalism, by R. H. Carothers, E. W. Weaver, W. E. Shaw. Industrial Education, by W. H. Bartholomew, W. M. Marion, A. C. Goodwin. The Model Teacher, Trustee, and School, by Mrs. N. S. Williams, J. T. Gaines, S. L. Frogge. Election of District Officers.

Afternoon.—2 o'clock.—Excursion up the Kentucky River, attended by music, songs, and speeches. While on boat, Why do we Teach? by A. H. Beals, R. N. Roark, L. L. Barton.

Evening.—8 o'clock.—Music, lectures, readings, etc., to be arranged by the Local Committee.

Friday Morning.—8 o'clock.—Sections meet. 9.15.—Teachers' Certificates, by A. C. Goodwin, A. L. Peterman, L. L. Barton. Qualifications and Duties of City Superintendents, by J. H. Morton, D. L. Brightwell, B. C. Gardner. Value of S. T. A. and other Educational Meetings, by R. N. Roark, Geo. O. McBroom, C. H. Dietrich. Relation of Public to Private Schools, by A. L. Peterman, J. B. Secrest, E. A. Gullion. Election of Officers.

Friday Afternoon.—1.30 o'clock.—General business. 2.30 o'clock.—Adjournment to Cemetery.

KANSAS.

The spring meeting of the Southwest Kansas Teachers' Association was held at Syracuse, Hamilton County, May 17, 18, and 19. Among the speakers were Supt. P. N. Bernard of Hodgeman, R. N. Brockman of Lakin, Miss Alice Fulton of Kendall, J. C. Cohn of Ulysses, Curtis Coe of Richfield, Supt. L. H. Bristol, Supt. McKinley of Haskell, J. N. Bunting of Richfield, Superintendent Brown of Grant, C. C. White of Syracuse, Superintendent Thomas of Stevens County, Miss Alpha Goffe of Garden City. The following officers were elected: Mrs. Anna S. Wood, president; Mrs. George, secretary; and Mr. C. C. White, treasurer.

NEBRASKA.

The quarterly meeting of the Dodge County Teachers' Association was held at Hooper, on Saturday, May 24, in the M. E. Church. The following was the program: "An Address of Welcome," by Rev. Mr. Eggelston. "Penmanship," by Professor Mohler of Fremont Normal; discussion opened by Mrs. Nellie Royce of Scribner. "What we should Teach in Connection with our Regular Work?" by Prof. Frank Fox of Dodge; Discussion opened by J. A. Dowden of North Bend, followed by W. H. Clemmons of Fremont. "Reading," by Miss Powers of Fremont; discussion opened by Miss Carpenter of Hooper, followed by W. S. Mohler of Snyder. "Grammar," by J. M. Pile of Fremont; discussion opened by Prof. F. A. Hyde of Scribner, followed by J. B. Burk of Crowell. "The Need of a Course of Study," by A. W. Parker of Ames; discussion by all. The following are the officers of the Association: Supt. D. V. Stephens, president; Miss Hannah Boe, secretary; Miss Emma Hicks, treasurer. Committee: Prof. Frank Fox, Prof. W. H. Clemmons, Prof. F. A. Hyde, Prof. T. H. Dabney, Prof. Wily Miller.

TEXAS.

State Editor, CHAS. T. ALEXANDER, *Corsicana*.

E. M. Foust of Henderson has been elected superintendent of schools at McKinney. McKinney has a new $25,000 building, and a very scholarly and efficient man, now, for superintendent.

The schools of Dallas are the largest in the state, judging from actual enrollment. Nearly 5,000 have been enrolled during the year. Dallas will erect, this summer, eight buildings, at a cost of $200,000. Within the next year a high school building worth $100,000 will be erected.

The colored State Teachers' Association meets at Corsicana, June 25–27. The officers are: H. T. Kealing of Austin, president, and G. W. Jackson of Corsicana, secretary.

Corsicana has a summer normal school.

NEW ENGLAND.

VERMONT.

The commencement exercises, now in progress in different academies throughout our state, are evidence of hard work on the part of both pupils and teachers.

The schools of Bellows Falls and Springfield, Vt., and Claremont, N. H., have formed an athletic association which held its first annual field day at Springfield recently. The pennant was won by Springfield, also many second prizes as well as the first, which gave them the pennant.

Leland and Gray Seminary, at Townsend, reports one of the most prosperous terms in its history.

Rev. R. L. Bruce preaches the sermon before the graduating class of the Springfield High School, Sunday, June 8. A.

MASSACHUSETTS.

At the opening of the spring term of the Brockton schools there was an increased attendance of two hundred seventy-one children, and the following additional teachers have been employed: Miss Mary Z. Kingman of Newburyport, and Miss Edith W. Mason, a graduate of the Bridgewater Normal School and recently a teacher in Dover, were elected to the Sprague School. Miss Mary G. Fuller is employed at the Walnut St. School; Miss Ellen Manley, at the Marshall School.

Miss Cora Alger, who has been a successful principal of the Belmont School for several years, has been granted leave of absence for the balance of the year on account of sickness, and Miss H. M. Cleland, a graduate of the Framingham Normal School, is substituting. Miss Connor, a recent graduate of the Salem Normal School, is assisting in the Howard School.

Miss Palmer of Willimansett has the honor of being principal of the school raising the first flag in that town. The exercises took place May 20.

Principal McLaughlin of the Westfield High School, it is said, does not intend to resume his duties at once in the fall. Long and hard work has made a rest necessary.

GENERAL EPITOME.

[From June 1, to June 8, inclusive.]

— Four hundred houses burned at Doksyce; 10 persons killed.

— Forty Servians killed and 200 taken prisoners in a conflict with Arnauts.

— Disastrous flood causes great damage at Orangeville, Ont.

— Buildings, bridges, and railway tracks washed away as a result of a cloudburst near Brooklyn, Ont.

— Brazil welcomes the proposition for international arbitration.

— Loveland, Ia. almost totally destroyed by a waterspout.

— British North American squadron arrives at Halifax.

— Enormous emigration of Jews from Poland to America.

— The town of Bradshaw, Neb., destroyed by a cyclone.

— The Duke of Orleans released from prison by order of President Carnot.

— Award of $40,000 salvage on the "City of Paris."

— Colossal monument to Grant and Lee at Cumberland Gap proposed.

HORSFORD'S ACID PHOSPHATE.
ILL EFFECTS OF TOBACCO
relieved by its use.

THE TEACHERS' CO-OPERATIVE ASSOCIATION, of Chicago, 70 Dearborn street, has been asked to recommend a drawing master for a large Eastern Academy. Salary, $1800. One of the best schools of the East. Write them.

— The poet Swinburne is addicted to brilliant colors in his attire, but he has never yet appeared in anything quite so lurid as some of his poetry.—*Transcript*.

THE TEACHERS' CO-OPERATIVE ASSOCIATION of Chicago has an unusually large demand for skilled teachers. It will be of advantage to teachers to run their eye over the special positions advertised on the second page following, under teachers' agencies.

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93–35	24	Chicago Train. Sch.	3 yrs.	Presbyterian	500
81–35	25	Chicago Train. Sch.	3 yrs.	Congregational	400
142–32	34	Albany Normal	13 yrs.	Methodist	500
35–36	26	Oswego Normal	9 yrs.	Presbyterian	1100
9–32	25	Oswego Normal	7 yrs.	Episcopal	1000
57–12	40	Oswego Normal	12 yrs.	Presbyterian	2000
80–32	31	Bridgewater Normal	11 yrs.	Liberal	2000
53–23	37	Oswego Normal	13 yrs.	Presbyterian	2000

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212–34	21	Boston Normal	4 mo.	No preference	350
126–34	22	Mt. Holyoke	3 yrs.	Orthodox	500
66–34	34	Plymouth Normal	7 yrs.	Universalist	500
55–34	31	Bridgewater Normal	12 yrs.	Congregational	650
48–34	21	Westfield Normal	4 yrs.	Congregational	600
15–34	22	Bridgewater Normal	4 yrs.	Congregational	500
115–33	24	Worcester Normal	3 yrs.	Congregational	400
64–33	28	Salem Normal	6 yrs.	Congregational	500
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139–35	26	Wellesley	3 yrs.	Orthodox	700
123–35	28	Smith College	5 yrs.	Congregational	800
82–35	34	Cornell	9 yrs.	Presbyterian	1000
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105–34	28	Smith College	6 yrs.	Unitarian	1000
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93–31	38	Hillsdale College	17 yrs.	Methodist	1200
49–31	40	Bridgewater Normal	16 yrs.	Congregational	1300
2–36	26	Columbia Univ.	4 yrs.	Liberal	1500
103–35	34	Md. Nor., Ill. Wes. U.	15 yrs.	Methodist	1800
100–35	57	Mich. State Normal	25 yrs.	Presbyterian	2500
98–35	48	Am'rst, Oxford, Eng.	25 yrs.	Episcopal	2500
57–35	37	Tufts College	15 yrs.	Universalist	2000
197–34	29	Boston University	5 yrs.	Congregational	1800
134–34	52	Syracuse University	30 yrs.	Methodist	3000
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143–27	42	Missouri Nor. Col.	17 yrs.	Methodist	2500
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42–34	40	Union College, O.	30 yrs.	Methodist	1400

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57–35	37	Tufts	15 yrs.	Universalist	2000
60–35	30	Brown	8 yrs.	Unitarian	1500
2–35	39	Indiana University.	14 yrs.	Unitarian	2000
197–34	29	Boston University	5 yrs.	Congregational	1800
80–34	37	Nat. Nor. Univ. O.	19 yrs.	Presbyterian	2500
134–33	42	Yale, Columbia	12 yrs.	Episcopal	2000
123–33	39	Univ. Mich., Wes. U.	6 yrs.	Methodist	1800
74–35	27	Brown, Harv., Abroad	3 yrs.	Baptist.	1500
8–35	37	Dartmouth	15 yrs.	Congregational	1800
61–33	46	Brown	25 yrs.	Baptist	2500
18–32	30	Cornell, Germany	3 yrs.	Unitarian	1800
73–31	36	Univ. Mich., Abroad	9 yrs.	Presbyterian	1500
65–32	36	Hiram College	9 yrs.	Presbyterian	2000
186–30	29	Middlebury College	17 yrs.	Congregational	2000
144–30	29	Mich. St. Nor., Mich. U.	5 yrs.	Baptist	1600
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82–35	34	Cornell	9 yrs.	Presbyterian	1000
76–35	38	Wellesley	4 yrs.	Baptist	800
213–34	23	Rio Grande College	2 yrs.	Methodist	650
202–34	20	Wellesley	2 yrs.	Congregational	500
178–34	25	Wellesley	2 yrs.	Baptist	500
157–34	26	University of Kansas	2 yrs.	Episcopal	500
149–34	24	Smith	2 yrs.	Baptist	650
106–34	23	Smith	4 yrs.	Universalist	1000

GENTLEMEN.

12–36	22	Bates College	2 yrs.	Methodist	1200
5–36	36	Brown	16 yrs.	Episcopal	1500
2–36	26	Columbia University	4 yrs.		1500
119–35	27	Harvard, Abroad	2 yrs.	Episcopal	1200
118–35	29	Columbia College	8 yrs.	Episcopal	1800
95–35	32	Harvard	7 yrs.	Congregational	1500
60–35	30	Brown	8 yrs.	Unitarian	1500
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12–34	38	Bates	15 yrs.	Congregational	1700
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42–35	29	Abroad	5 yrs.	Methodist	700
213–34	23	Rio Grande College	5 yrs.	Methodist	650
207–34	25	Vassar, Abroad	4 yrs.	Presbyterian	1000
120–34	28	Abroad	6 yrs.	Congregational	500
37–34	24	Smith College	4 yrs.	Congregational	700
143–32	23	Bates College	1 yr.	Congregational	500
102–31	32	Abroad	10 yrs.	Presbyterian	1000
101–31	32	Oberlin	6 yrs.	Presbyterian	800
91–29	29	Bates	6 yrs.	Free Baptist	800

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45–36	41	Abroad	16 yrs.	Episcopal	1400
23–35	29	Abroad	1 yr.	Lutheran	800
20–34	35	Abroad	12 yrs.	Liberal	1000
98–33	23	Harvard	1 yr.	Episcopal	1000
38–33	31	Harvard, Abroad	6 yrs.	Liberal	1200
24–33	28	University Michigan	3 yrs.	Congregational	1200
147–30	39	Harvard	19 yrs.	Liberal	2500
15–30	31	Brown Univ. Abroad	6 yrs.	Baptist	1500
41–30	39	Wes. Univ., Abroad	15 yrs.	Methodist	1500
45–28	23	Haverford, Johns Hopkins,	2 yrs.	Friend	1000

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LADIES.

No.	Age.	Educated.	Exper.	Denom.	Salary.
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143–35	23	Wells College	1 yr.	Congregational	500
139–35	26	Wellesley	3 yrs.	Orthodox	700
82–35	34	Cornell	9 yrs.	Presbyterian	1000
76–35	28	Wellesley	4 yrs.	Baptist	800
213–34	23	Rio Grande College	2 yrs.	Methodist	650
202–34	20	Wellesley	2 yrs.	Congregational	500
187–34	28	Ohio Wesleyan Univ.	8 yrs.	Methodist	700
169–34	24	Wellesley	1 yr.	Episcopal	550
88–32	32	Vassar	10 yrs.	——	1200

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103–35	34	Md. Nor., Wes. Univ.	15 yrs.	Methodist	$1800
37–35	37	Tufts College	15 yrs.	Universalist	2000
52–35	32	Bowdoin	10 yrs.	Universalist	1200
48–35	25	Cornell	3 yrs.	Lutheran	1000
45–36	41	Abroad	16 yrs.	Episcopal	1400
217–34	34	Dartmouth	7 yrs.	Congregational	1400
181–34	27	Albany Nor., Harvard	4 yrs.	Friend	1000
155–34	33	Lafayette College	9 yrs.	Presbyterian	
80–34	37	Nat. Nor. Univ., O.	19 yrs.	Presbyterian	2500
123–33	39	Knox Coll., Univ. Mich., Ill. Wes. Univ.	7 yrs.	Methodist	1800

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LADIES.

No.	Age.	Educated.	Exper.	Denom.	Salary.
39–36	33	Alleg'ny Col., Cornell	12 yrs.	Congregational	$500
14–36	27	Bates College	12 yrs.	Congregational	500
31–36	29	Indiana Univ.	6 yrs.	Unitarian	800
128–35	26	Institute Technology	3 yrs.	——	650
121–34	28	Wellesley	2 yrs.	Congregational	600
7–33	34	Harvard Annex	2 yrs.	Unitarian	750
148–30	28	Wellesley	9 yrs.	Congregational	750
179–30	26	Wellesley	3 yrs.	Presbyterian.	700
94–32	26	Vassar	4 yrs.	Methodist	700
48–32	23	Wellesley	1 yr.	Episcopal	500

GENTLEMEN.

41–36	30	Bates, Harvard.	10 yrs.	Unitarian	$1500
4–36	27	Missouri St. Univ.	6 yrs.	Protestant	1000
142–35	22	Johns Hopkins	1 yr.	Episcopal	1000
115–35	32	Tufts	12 yrs.	Episcopal	1200
96–35	25	Worcester Poly. Inst.	2 yrs.	Episcopal	1000
57–35	37	Tufts	15 yrs.	Universalist	2000
24–35	33	Dartmouth	12 yrs.	Baptist	1800
61–33	45	Brown	24 yrs.	Baptist	2500
18–32	29	Cornell, Abroad	3 yrs.	Universalist	1800
73–31	35	Univ. Wis., Abroad	9 yrs.	Presbyterian	1800

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No.	Age.	Educated.	Exper.	Denom.	Salary.
22–35	23	Sch. of Expression	3 yrs.	Congregational	$ 600
147–34	23	Packar Ins., Private	11 yrs.	——	1200
30–34	27	Adrian Coll., Private	4 yrs.	Episcopal	800
122–33	23	Monroe Coll. Oratory	2 yrs.	Baptist	500
118–33	22	N. E. Conservatory	3 yrs.	Episcopal	600
105–33	34	Boston Sch. Oratory	11 yrs.	Episcopal	1200
142–30	26	Kansas Normal	6 yrs.	Methodist	800
15–35	23	Wellesley	4 yrs.	Congregational	800
60–34	31	Boston	12 yrs.	Episcopal	700
131–33	33	Boston, Chicago	13 yrs.	Congregational	1000
81–32	32	Prof. Sherwood	13 yrs.	Unitarian	600
55–31	26	Chicago, London, Paris	4 yrs.	Congregational	650
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122–35	39	Albany Normal	10. yrs.	Presbyterian	600
165–34	33	Boston Art School	12 yrs.	Presbyterian	600
103–34	25	Mass. Normal School	5 yrs.	Protestant	750
33–34	25	New York, Paris	2 yrs.	Congregational	600
12–33	46	Mass. Nor. Art Sch.	20 yrs.	Congregational	1000
224–30	40	Normal Art School	15 yrs.	——	1200

N. B.—These candidates are indicated by their numbers. The Manager will furnish full information as to any of them.

THE MAGAZINES.

—*Scribner's Magazine* for June is a Stanley number, containing the only article which he will contribute to any periodical, and the first authoritative word from him on many of the most important features of his great expedition for the relief of Emin Pasha. This article fills thirty-two pages of the issue, and is a most graphic and exciting narrative from first to last. The illustrations are unique—presenting the first results of modern photographic methods as applied in places never before seen by a white man, as well as drawings from sketches made by Mr. Stanley himself. One of the most striking pictures shows a group of the Wambutti Pigmies—a new race discovered by Stanley. "The City House," by Russell Sturgis is the second article in the series on "Homes," fully illustrated with pictures of typical homes in New York, Boston, Philadelphia, and the South. President Seth Low of Columbia College writes of "The Rights of the Citizen as a User of Public Conveyances" (the third article of the Citizen's Rights Series). "Amateur Track and Field Athletics," by Charles P. Sawyer, should be of great interest to the 100,000 or more young men who are members of athletic associations under the protection of the Amateur Union. "Barbizon and Jean-François Millet" is finished with a most interesting selection from the unpublished letters of Millet to his friend Sensier, which give an intimate, personal view of his life at Barbizon, the trials with which he contended, and the measure of success which came to him at last. Like the previous article, this is very richly illustrated. A poem in dramatic form entitled "Rosamond," by Barrett Wendell (author of "The Duchess Emelia"), will attract those who appreciate emotional strength combined with melody in verse. This issue also contains "The Magic House" (poem), by Duncan Campbell Scott; the last instalment but one of Harold Frederic's serial "In the Valley"; and the "Point of View," with its bright discussion of "The Travel Habit"; "The Origin of Antipathies"; "Treatment for a Defective Sense"; and "Genius and Ethics." Price. $3.00 a year; single numbers, 25 cents. New York: Charles Scribner's Sons.

—*The New England Magazine* for June is emphatically a periodical of special interest to all New Englanders, and also contains much of equal interest to other people. Of the four illustrated articles, one is devoted to Columbia College and one to the Early Home of Henry W. Grady. It is giving prominence to articles relating to the South, and the article on Athens, the seat of the University of Georgia, as well as the birthplace of Mr. Grady, is interesting and very timely, when everything concerning Mr. Grady is read with such eagerness. The article by Mr. Crawford, the Athens journalist, who has just been called to a place on the Atlanta *Constitution*, Mr. Grady's paper, is richly illustrated, containing, besides pictures of places in the city associated with Mr. Grady's life, two portraits of Grady in his boyhood, and curious fac-similes of letters. Still more fully illustrated is the article on "Columbia College," by Professor Van Amringe. A portrait of President Low forms the frontispiece of the number, and there are portraits of President Barnard, Professor Dwight, Francis Lieber, Professor Burgess, and much more that is interesting. A very charming, illustrated article is that by Mr. Hudson on the "Home of Lydia Maria Child." Mr. Charles H. Payne's article on the "Great Dorr War" is accompanied by a portrait of the famous Rhode Island democrat. A new serial story is begun. It is a romance of the colonial times, entitled "A Woman of Shawmut," and opens most promisingly. The author is Edmund Carpenter, a gentleman well known in the Boston newspaper world. There is a delightful short story, entitled "Why I Married Eleanor." There is some good poetry in the number; and there are articles on "Oklahoma"; on "Agriculture in New England"; on "Tree Culture," etc. "Decoration Day Thoughts," a noble and stirring essay by General M M. Trumbull, will be read by every one at this Decoration Day time. Price, $3.00 a year; 25 cents a number. Boston: New England Magazine Company.

—*The North American Review* for June brings to a close the 150th volume of this ably-conducted periodical. It is an international number. Its prominent "feature" is a symposium on the question "Do Americans Hate England?" Mr. Parnell writes incisively of "Mr. Balfour's Land Bill." The Marquis of Lorne finds a congenial theme in "Sir Charles Dilke's New Book," on "Problems of Greater Britain." What he has to say regarding Canada and the United States will command special attention. Mona Caird contributes the first of two articles on "The Emancipation of the Family," presenting facts and drawing conclusions that will occasion general surprise. The symposium grows out of Goldwin Smith's paper in *The Review*, for May, on "The Hatred of England." The contributors are Colonel T. W. Higginson, Andrew Carnegie, Murat Halstead, General Horace Porter, Robert Collyer, General James H. Wilson, and M. W. Hazeltine. They agree in asserting that Professor Smith was in error, and that there is no hatred of England on the part of the people of the United States. Mrs. John Sherwood writes in an entertaining manner about "American Girls in Europe." Speaker Reed furnishes a striking paper on "The Federal Control of Elections." A very timely article is that on "Criminal Politics," by E. L. Godkin, the editor of the New York *Evening Post*. "The Value of Protection" is by the Hon. William McKinley. Ouida writes an interesting little "Chat about Gardens." "Speed on the Atlantic" is discussed by a member of the firm which built the "City of Paris" and the "City of New York," and Captain C. W. Kennedy, late commander of the "Germanic," tells some things that he knows about "Gambling on Ocean Steamships." A careful index of Volume CL. completes the number. Price, $5.00 a year; 50 cents a number. New York.

—*The Forum* for June has for its first article "New England and the New Tariff Bill," by Roger Q. Mills of Texas, followed by a very able one on "Culture and Current Orthodoxy," by Rev. A. J. F. Behrends of Brooklyn, N. Y. W. E. H. Lecky writes on "Formative Influences"; Edmund Gosse treats of "The Limits of Realism in Fiction"; Prof. Lester F. Ward contributes a very suggestive paper on "Genius and Woman's Intuition"; Henry S. Sanford considers "American Interests in Africa"; Henry Charles Lea is very incisive in his article on "Fetichism in Politics," and says "government itself is an evil,—a necessary evil incident to human imperfection, and the less of it we can get along with the better, for thus only can we reduce its accompanying abuses to the minimum,—every added function

Some Recent Publications.

Title.	Author.	Publisher	Price.
Leah of Jerusalem.	Berry	A D F Randolph & Co, N Y	$1 25
English Poetry and Poets.	Brooks	Estes and Lauriat, Boston	2 00
Pure Saxon English.	Molee	Rand, McNally, & Co, Chicago	1 00
Delsarte Recitation Book and Directory.	Wilbor	Edgar S Werner, N Y	1 25
Miss Eaton's Romance.	Allen	Dodd, Mead. & Co, N Y	1 00
Why Not and Why.	Powers	D Appleton & Co, N Y	
The Century Volume (Nov. '89—April '90.		The Century Co, N Y	3 50
Arrows, or the True Aim in Teaching and Study.	Ballard	A S Barnes & Co, N Y	
The Great Musicians, Beethoven.	Rudall	Scribner & Welford. N Y	1 00
Stolen America.	Floyd	Cassell Pub. Co, N Y	50
Vivier.	Hudson	" " " "	50
Happy Days of the Empress Marie Louise.	Saint-Armand	Chas Scribner's Sons, N Y	1 25
The Merry Chanter.	Stockton	The Century Co.	50
The Begum's Daughter.	Bynner	Little, Brown, & Co, Boston	1 50
Beginnings of the Classical Heroic Couplet in Eng.	Wood	Johns Hopkins Univ., Baltimore	
Fame and Sorrow.	Balzac	Roberts Bros, Boston	1 50
Miss Brooks.	White	" " "	1 00
Growth and Means of Training the Mental Faculties	Warner	Macmillan & Co, N Y	90
The Ring of Amasis.	Lytton	" " "	1 25
Messalina.	Logan	J B Lippincott Co, Phila	1 00
For a Mess of Pottage.	Lyon	" " " "	1 25
The Economic Basis of Protection	Patten	" " " "	1 00
The Shadow of a Dream.	Howells	Harper Bros, N Y	
Xenia Sepinina: The Russia of Today	MacGagaghan	Geo. Routledge & Sons, N Y	
The Origin of the Aryans.	Taylor	" " " "	1 25
In Classic Shades and Other Poems.	Miller	Belford Clarke Co, Chicago	

PUBLISHERS' NOTES.

WE desire to call attention to the new advertisement in this issue of THE JOURNAL of *Courses for Teachers* by Duren J. H. Ward, Ph.D., superintendent of Workingman's School, 109 West 54th Street, New York City. This noble institution was founded by Felix Adler and has been under the direction of such able educators as Andrew J. Rickoff, and others.

All interested in this important new departure in educational work should secure circulars and be prepared to give it a helping hand. Address, DUREN J. H. WARD, superintendent, 109 West 54th Street, New York City.

IMPORTANT.—When visiting New York City, save Baggage Express and Carriage Hire, and stop at the GRAND UNION HOTEL, opposite Grand Central Depot.

600 Handsomely Furnished Rooms at $1.00 and upwards per day. European plan. Elevators and all Modern Conveniences.

Restaurants supplied with the best. Horse cars, stages, and elevated railroads to all depots. You can live better for less money at the Grand Union Hotel than any other first-class hotel in the city.

—In considering the wonders accomplished with printers' ink, due credit should be given to the Esterbrook Steel Pen with which the printers' copy was written.

—When the pugilist is dressed or stripped—whichever it may be,—for the ring, he may be said to be in a striking costume.—*Somerville Journal.*

MAKING MONEY IN VACATION.

About one year ago I procured instructions for plating with Gold, Silver, and Nickel, and devoted my summer vacation to plating. In 43 days I cleared $391.10, a sufficient amount to pay my expenses for the college year. At nearly every house I plated spoons, castors, or jewelry, and find it pleasant, instructive, and profitable. My brother in 19 days cleared $162.40. Knowing that there are many desiring an education who have not the necessary means, I trust that my experience will be to such a joyful revelation. By sending 25 cents to the Zanesville Chemical Co., Zanesville, Ohio, you will receive directions for making Gold, Silver, and Nickel solutions, with the necessary instructions for using them, and in an our's practice you will be quite proficient.

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—*St. Louis Magazine.*

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—Jones—"Hello, Smith; back from the West again, eh? What did you do out there?"

Smith—"Started a paper."

Jones—"Aha! what was the name of it?"

Smith—"A subscription paper to get me back East again."

A Great National Work.

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By E. C. STEDMAN AND E. M. HUTCHINSON

WASHINGTON, December 20, 1889.

I do not see how any school in America can spare this work from its reference library for teachers and pupils. I am sure that every private individual will purchase it for his own library, if he has to cut off for a time his purchase of other literature.

Very respectfully, W. T. HARRIS,
U. S. Commissioner of Education.

GREENCASTLE, IND., March 16, 1889.

The best aggregate expression of what the American mind has produced in the two hundred and eighty years of its activity.

Respectfully, JOHN CLARK RIDPATH.

CAMBRIDGE, January 25, 1889.

The selections have been made with excellent judgment, and the editorial work has been admirably done.

JOHN FISKE.

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If you desire his services, write immediately, as he leaves Boston in the fall of the present year to commence his European tour. Address,

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4 Park Street, Room 6, BOSTON, MASS.

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HUNTING & FISHING. Finest resorts in America along the GREAT NORTHERN RAILWAY in Minnesota, Dakota, and Montana. Write F. I. Whitney, G. P. & T. A., St. Paul, Minn., or A. C. Harvey, New England Agent, 228 Washington Street, Boston, for particulars. Excursions to finest resorts following the National Teachers' Convention in St. Paul, Minn., July 4 to 11.

A Special Offer! The Woman's Illustrated World is the cheapest and best illustrated Woman's paper published. It is issued weekly. Handsomely illustrated. The latest fashion designs with full descriptions. The various departments, Literature, Art, Home Decoration, Science, are full and complete. Interesting serials by prominent writers, and valuable miscellaneous matter to interest all. We want you to see our paper, and to that end, make you this special offer. The subscription price is $2.50 per year. To increase our circulation and introduce our paper into new localities, we will, on receipt of 50 cents, send it to you for 3 months (13 numbers), on trial. Write to us at once for this queen of weeklies. Address

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10 West Twenty-third St., New York City.

Splendid 6 weeks' trip, sailing on Anchor Line Steamer "Devonia" July 5th, and visiting Ireland, Wales, England, France, Belgium and Scotland; including Giant's Causeway, Belfast, Dublin, Chester, Kenilworth, Leamington, Warwick, Stratford-on-Avon, London, Paris, Brussels, Antwerp, Edinburgh, Glasgow, &c., &c. $195 covers all necessary expenses. Also supplementary two weeks' trip to Italy, Switzerland, Germany and the Rhine for $125 extra. Send 3 two-cent stamps for handsome illustrated guide and information book describing this and other tours, hints on "How to Travel" etc. H. D. Newson & Co., 852 Broadway, New York.

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introduces additional corruption and renders detection more difficult. The paradise of the boss would be a community organized on the Bellamy pattern." Prof. W. J. McGee gives an account of "Encroachments of the Sea"; Bronson C. Keeler favors the "Public Control of the Telegraph"; C. Wood Davis shows the effects of "The Exhaustion of the Arable Lands"; and Dr. Cyrus Edson writes upon a subject of vital importance, the "Defenses against Epidemic Diseases." The influence of *The Forum* is very great, and Mr. Metcalf, its editor, has won golden opinions for his great skill in placing before the American public the opinions of the best writers on timely topics. Price, $5 00 a year; 50 cents, per single copy. New York: The Forum Publishing Co.

— In the *Catholic Review* for June is the second article on "Catholic and American Ethics," by Rev. A F. Hewitt, and refutes the idea that Catholic education is dangerous because of its ethical character. Rev. Thomas C. McGoldrick has an interesting paper on "Student Life at the Catholic University." The other articles are on a variety of topics and are well written. William D. Kelly writes of Cardinal Manning, whom he characterizes as "England's Foremost Christian. The "Talk about Books" and the notices of new publications are very readable. Price, $4.00 a year; single numbers, 35 cents. New York.

— *St. Nicholas* for June is rich in continued articles, instructive short stories, poems, and humorous verses, nearly every one of which is strongly illustrated. A novel feature is "A Living Chain from Adam to Abraham Lincoln," or a list of historic personages, each of whom has been seen by the next in order, since the beginning of the world.

MAGAZINES RECEIVED.

The Forum, for June; terms, $5 00 a year. New York: The Forum Pub. Co.

The Journal of the Franklin Institute, for June; terms, $5.00 a year. Philadelphia: The Franklin Institute.

The Unitarian Review, for June; terms, $3.00 a year. Boston: 141 Franklin St.

The Catholic World, for June; terms, $4.00 a year. New York: 427 West 59th St.

Babyhood, for June; terms, $1.50 a year. New York; Babyhood Pub. Co,

The Queries Magazine, for June; terms, $1.00 a year. Buffalo, N. Y.; The Wenborne Sumner Co.

The Nationalist, for June; terms, $1.00 a year. Boston: 77 Royiston St.

Book Chat, for June; terms, $1.00 a year. New York: Brentano.

FOR MONTHS in many papers there was an advertisement by THE TEACHERS' CO-OPERATIVE ASSOCIATION, of Chicago, for a Latin Professor for the leading University of the West. During all these months only three answers were received to this advertisement. These three men were nominated, and one has just been elected. See announcement in a short time. This is the best position in many ways ever filled by a teachers' agency. The man elected did not even know his name had been presented, till he received the formal offer. It will pay you to learn of The Teachers' Coöperative Association, of Chicago.

THE AMERICAN INSTITUTE OF INSTRUCTION.

The American Institute of Instruction, the oldest teachers' organization in existence, holds its annual meeting for the present year July 7–10, at Saratoga Springs, N. Y. Many indications point to a large and earnest gathering from New England. Engagements for addresses have been made with President G. Stanley Hall of Clark University, on "A Plea for Studying European Systems of Education"; Mr. John Tetlow, Principal of Girls' High and Latin Schools, Boston, on "School Instruction in Morals and Manners"; Superintendent G. C. Fisher of Weymouth, on "Woman in Education"; Professor William North Rice of Wesleyan University, on "The Place of Natural Science in the Educational Course"; Superintendent Edwin P. Seaver of Boston, on "The Preparation of Teachers"; President E B. Andrews of Brown University, on "Patriotism and the Schools"; His Excellency Hon. John W. Davis, governor of Rhode Island, will follow President Andrews; President B. P. Raymond, the "Scholarly Spirit," of Wesleyan University; and Professor Greenough, on "The Essentials of Good Teaching." Brief addresses will also be given by President Seth Low of Columbia College, Rev. A. E. Winship, Hon. Henry Barnard of Connecticut, Hon. J. W. Patterson, and Hon. T. B. Stockwell of Rhode Island. Correspondence with other speakers of eminence is not yet concluded. There will be reduced hotel rates and railroad fares, and membership in the Institute, on which these courtesies depend, is open to all, being easily secured at the meeting. The sessions are held mornings and evenings, in the largest audience room in the place. The afternoons are devoted to rest and recreation. A bulletin giving complete details will be sent to all whose names are forwarded to George A. Littlefield, Providence, R. I.

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Testimonials by the score. Send for illustrated circular, free to all. Address Sherman "King" Vaporizer Company, 45 Kilby St., Boston, Mass.

MISCELLANEOUS.

OUR EXCHANGES.

For Philosophy's law though we feel due respect,
It binds us much less than before,
Since the cause does not always precede the effect,
As is shown by the man and lawn mower.
— *Boston Courier.*

WITH Ely's Cream Balm a child can be treated without pain or dread and with perfect safety. Try the remedy. It cures catarrh, hay fever and colds in the head. It is easily applied into the nostrils and gives relief with the first application. Price, 50 cents.

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MRS. WINSLOW'S SOOTHING SYRUP" has been used over Fifty Years by mothers for their children while Teething, with perfect success. It soothes the child, softens the Gums, allays all Pain, cures Wind Colic, regulates the bowels, and is the best remedy for Diarrhœa whether arising from teething or other causes, and is for sale by Druggists in every part of the world. Be sure and ask for Mrs. Winslow's Soothing Syrup. Twenty-five cents a bottle.

— *Editor's Friend*—"I see you have a new reporter. Has he had experience?" *Editor*—"He must have had a great deal. He insisted on getting his week's salary in advance."—*American Hebrew.*

A NEW IDEA embraced in Ely's Cream Balm. Catarrh is cured by cleansing and healing, not by drying up. It is not a liquid or snuff, but is easily applied into the nostrils. Its effect is magical, and a thorough treatment will cure the worst cases. Price, 50 cents.

— Weather Prophet Wiggin accounts for the non-appearance of his terrible storm in March by saying that it "sailed too high to do much damage on the surface of the earth." If Mr. Wiggin would achieve repute as a prophet he should send his storms down to the proper level. People can't appreciate a storm which is so far up in the sky that it makes their necks ache to look at it.—*Transcript.*

CONSUMPTION SURELY CURED.

TO THE EDITOR:—

Please inform your readers that I have a positive remedy for above named disease. By its timely use thousands of hopeless cases have been permanently cured. I shall be glad to send two bottles of my remedy FREE to any of your readers who have consumption, if they will send me their Express and P. O. address. Respectfully,

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Teachers' Agencies.

WANTED [1] A first-class professor of geology. Salary $1500, but opportunities unrivalled for a specialist. [2] Preceptress of a large seminary. Must be a Baptist and college graduate: salary $800, or so. (3) Elementary teacher for boarding school, with *either* Elocution or Drawing. Good opportunity for mother with daughter to educate. [4] Three primary, two intermediate, and one grammar teacher, at good salaries, for large city in Colorado. Good opportunity for those threatened with lung or throat difficulty. [5] Principal of Western normal school.—$3000 man for $2000 salary. We have the men, but they won't take that salary. [6] We need more men for principals of city ward schools, at salaries from $900 to $1800. The number of vacancies is unusual this year. [7] It is hardly worth while to mention superintendencies, of which we have on our list perhaps forty at this moment, unfilled, at salaries from $1000 to $3500. Of course we have candidates for them all, and are doing our best to place them: but it often occurs to us as we recommend the same man for two or three good places, and often have him elected simultaneously at two or more, that there must be scores of equally capable teachers whom we could help if they were only on our list. We want more and more *superior* teachers,—all we can get of them. We place more and more every year, but always fewer than we could place if we had the teachers who ought to be on our list. **THE SCHOOL BULLETIN AGENCY, Syracuse, N. Y.**

DON'T REGISTER In any Teachers' Agency until after you have read the New Manual of the **Union Teachers' Agency.** It states frankly the province of Bureaus in general, and tells you how to proceed in order to secure a position. It also gives you a good knowledge of the workings and success of this agency, mentions a large number of representative places filled by it, etc., etc. Send for stamp
W. D. KERR, Manager, 16 Astor Place, New York.

TEACHERS WANTED.

Some Special Calls from School Boards and Colleges we are finding it difficult to fill, are as follows:

Superintendency, $2500. [The Board wrote us three months ago for a man for this position, but have not been quite satisfied with the ones recommended].

Superintendency, $1800. [We had three good candidates for this place two weeks ago. One has just been elected to Freeport, Ia., at $2400, one to Pontiac, at $1400, and one to Sheldon, at $1100].

Superintendency in Michigan, $1200. A Michigan University graduate preferred.

Superintendency, $1200 to $1400. Married man, college graduate wanted. One with several years' experience.

High School Principal. "Between 28 and 30. Two or three years' experience,—not more. College graduate." $1200 to $1400.

High School Principal. "Lady graduate of leading college, and "strong in discipline." $800.

A High School Assistant, Grammar Grade teacher and Primary teacher for a suburb of Chicago. Want ladies of the highest culture and good appearance and address. Those understanding normal methods preferred.

Drawing and Music Teachers for public schools of large city.

Drawing Master for a Boys' School in East, $1800. There is NO candidate in the field for this position.

College Professorship,—Mathematics, Congregationalist preferred, but not essential.

Normal Professorship,—Natural Sciences, Mathematics, $1100 each.

These are only a few of the multitude of places on our books, and more calls are coming every day.

AVAILABLE CANDIDATES ARE RAPIDLY BEING ENGAGED, and soon school boards and principals will be anxious and urgent in their demands upon us.

In writing for circulars it will save time to state your case fully. Manual Free.

Address **TEACHERS' CO-OPERATIVE ASSOCIATION,**
ORVILLE BREWER, Manager. 70–72 DEARBORN ST., CHICAGO.

ARE YOU LOCATED FOR SEPTEMBER?

If not, send for blank and circulars of the School and College Bureau. We now have first-class vacancies on our books unprovided for, and are sending out **26,000 letters to employers of Teachers.** These will bring us hundreds of vacancies for the months of July and August. Our vacancies are in all departments of instruction, **direct from employers, and therefore reliable.** Registration fee, $1.00. Address
C. J. ALBERT, *Manager*, ELMHURST, ILL.

TEACHERS WANTED. Man to teach Commercial Branches in Massachusetts High School. Salary, $1200–$1400; lady for High School in Conn., $850; several Grammar, Itermediate, and Primary teachers near Boston, $400–$650 Work is to begin in Fall, but elections will take place in June. We want good candidates for these positions *at once.*
THE BRIDGE TEACHERS' AGENCY, 110 *Tremont St*, BOSTON.

PENNSYLVANIA EDUCATIONAL BUREAU. A two weeks' record of vacancies: 26 Superintendencies, $850 to $2500; 65 Principalships, $450 to $2500; 51 Positions in Colleges, Academies, and Normal Schools, $500 to $2000; 162 calls for asssistants, grammar, intermediate, and primary teachers, $480 to $1500. Also many positions for specialists. Everyday brings new vacancies. *Circulars free.*
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The New England Bureau of Education, 3 Somerset Street, Boston, Mass.

TO PATRONS.

Patrons who give us early notice of vacancies in their schools, will secure from this office the record of carefully selected candidates suited to the positions to be filled, for any grade of school, or for school supervision.

No charge to school officers for services rendered.

TO TEACHERS.

NOW IS THE TIME TO REGISTER for accidental vacancies and for repeated openings of the new school year. Not a week, and hardly a day, passes when we do not have calls for teachers, and they come from every state and territory.

Forms and Circulars sent free.

HIRAM ORCUTT, MANAGER, 3 Somerset Street, Boston.

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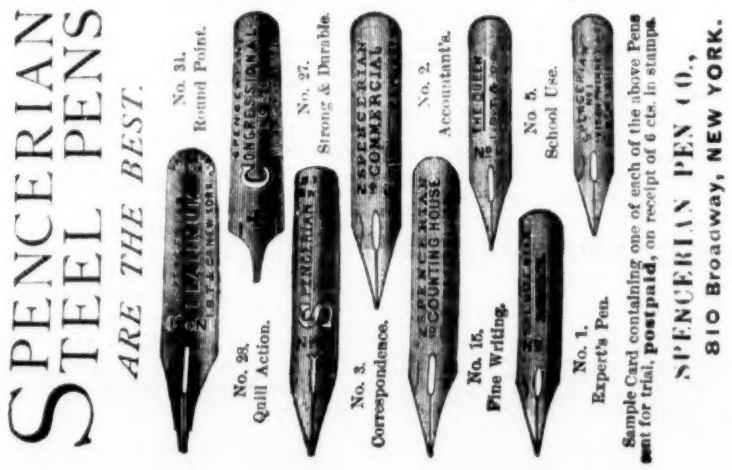

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